



**Folsom High School
2021-2022 WASC Self-Study Report**

**1655 Iron Point Road
Folsom, CA 95630**

Howard Cadenhead, Principal



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

FOLSOM HIGH SCHOOL

**1655 IRON POINT ROAD
FOLSOM, CA 95630**

**SELF STUDY REPORT FOR ACCREDITATION
NOVEMBER 2021**

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Folsom Cordova Unified School District Personnel

Board of Trustees

Ed Short	President
David Reid	Vice President
Joshua Hoover	Clerk
Chris Clark	Member
Tim Hooey	Member

District Administration

Dr. Sarah Koligian	Superintendent
Dr. Jim Huber	K-12 Assistant Superintendent, Curriculum and Instruction
Don Ogden	Assistant Superintendent, Human Resources
Betty Jo Wessinger	Assistant Superintendent, Special Education

Folsom High School Personnel

Administration

Howard Cadenhead	Principal
Louise Cranston	Assistant Principal
Greg Crannell	Assistant Principal
Eric Eklund	Assistant Principal
Alana Morales	Assistant Principal

Support Services

Mike Adorjan	Counselor
Clara Brown	Counselor
Nicole Deatherage	Counselor
Nicole Estrada	Counselor
Nikka Vaughan	Counselor
Amanda Jacobson	Mental Health Specialist
Scarlett Stoppa	Mental Health Specialist
Christie Brown	Mental Health Assistant
Melanie Facundo	Psychologist
Karey Spivey	Psychologist
Patti Lee	Nurse
Beth Burcham	Speech Pathologist
Sharon Huff	Speech

Clerical Staff

Renee Lee	Principal's Administrative Assistant
Donna Thompson	Assistant Principal's Administrative Assistant
Lauren Law	Registrar
Kelly Cederstrom	Counseling Clerk
Peggy Daniels	Attendance/Health Clerk
Calise Egan	Attendance Clerk
Darcie Eichner	Student Account Technician
Nancy Gibson	Receptionist, Front Desk
Crystal Woodruff	Account Clerk

Classified Staff

Amy Anderson	Instructional Aide
Jolie Boggs	Instructional Aide
Jennifer Cardenas	Instructional Aide
Carol Cino	Instructional Aide
Sabrina Flynn	Instructional Aide
Tracy Gasch	Instructional Aide
Elayne Gee	Instructional Aide
Samar Geres	Instructional Aide
Donna Hampton	Instructional Aide
Dee Harris	Instructional Aide
Mollie Herman	Instructional Aide
Kellie Himelright	Instructional Aide
Josiah Johnson	Instructional Aide
Padragin Lackey	Instructional Aide
Michelle Le	Instructional Aide
Vicky Long	Instructional Aide
Adam Lopez	Instructional Aide
Nicholas Martini	Instructional Aide

Classified Staff Continued

Nikki Sissembayeva	Instructional Aide
Glenn Sullivan	Instructional Aide
Madhavi Tangella	Instructional Aide
Padmaja Teegavarapu	Instructional Aide
Dustin Wagner	Instructional Aide
Sophia Walsh	Instructional Aide
Kelley Wells	Instructional Aide
Diana Regan	Librarian
Brian Cooper	Theatre Technician
Lyudmila Levko	Food Services
Mary Ann McCarthy-Ingalls	Food Services
Leann Mendez	Food Services
Jasmin Min	Food Services
Marissa Nicknig	Food Services
Karina Suarez	Food Services
Ahn Vi	Food Services
Marvin Listberger	Campus Monitor
Lisa Prunty	Campus Monitor
Leo Torrez	Campus Monitor
Brian Casteel	In-House Suspension
Ariana Reyes	Head Custodian
Rosa Ceja	Custodian
Jesse Hernandez	Custodian
Edgardo Ramirez Torres	Custodian
Elisa Rios	Custodian
Berta Solorio	Custodian
Arturo Angeles	Grounds
Eder Trejo	Grounds

Division Leaders

Tyler Johnstone	Career and Technical Education
Nicole Estrada	Counseling
Nikka Vaughan	Counseling
Wendy Pierce	English
Curtis Gaesser	Visual and Performing Arts
Justin Peterson	Health and Physical Education
Mark Nelson	Math
Jennifer Filippi	Science
Dave Werra	Social Science
Heidi Melrose	Special Education
Melinda Wilson	World Language

Faculty

Aaron Agnew	Physical Education
Charles Alba	Art
Stacie Albay	English
Carter Berry	Social Science
Andrew Bias	Career and Technical Education
Starlene Blackburn	Math
Ariane Bonatto	World Language
Kim Bonk	English
Kate Burkhart	Social Science
Sue Cannata	Speech
Madeline Canty	Science
Sean Capovilla	English
Ryan Carey	Special Education
Fynn Carroll	English, GPS
Tim Carroll	Social Science/PE
Jeff Carter	Art
Clif Castro	Activities Director
Jean Cavanaugh	Career and Technical Education
Monica Chalmers	Science

Faculty Continued

Ray Chayo	Math
Patrick Chen	Math
Kevin Clemens	Math
Terri Courtwright	English, Reading Intervention
Michelle Crowe	Special Education
Meagan Davis	English
Julie Devore	Health and Physical Education
Paul Doherty	Physical Education
Rachel Doller	Social Science
Lori Downey	Special Education
Liz England	Physical Education
Andrea Epperson	Special Education
Jennifer Filippi	Science, GPS
Lisa Finley	Physical Education/Athletic Director
Alex Fleischmann	Math, GPS
Elizabeth Fox	Math
John Fuller	Science
Curtis Gaesser	Music
Natalie Gillen	Math
Jean Girard	World Language
Pam Goldman	Career and Technical Education
Kristy Guarienti	Science
Summer Halverson	Art
Christopher Harris	World Language
Brendon Hillier	Special Education
Jenny Hower	Math
Melanie Huber	Music
Lilia Ibarra Pellegrini	World Language
Jordan Irsik	Special Education
Kelsey Iverson	Music
Sharon James	Science
Abby Jensen	English
Mary Johnston	Math
Tyler Johnstone	Career and Technical Education

Faculty Continued

Mariah June-Eslick	English, GPS
Zachary Kamine	Science/Math
Kimberly Kelley	Special Education
Eric Keim	Physical Education
Sarah Lam	Art
Ashley Lopez	World Language
Melinda Malaspino	English, GPS
Suzan Martin	World Language
Gina Mathew	Math
Mike McBride	Social Science
Joe McKeen	Physical Education
Heidi Melrose	Special Education
Elizabeth Mendez	Special Education
Shelley Messer	World Language
Matt Mills	Social Science/Activities
Robert Mitchell	Math
Mike Mosier	English
Tamara Mosier	Drama
Matt Navone	Social Science, GPS
Mark Nelson	Math
Erik Nemer	Science/Career and Technical Education, GPS
Jim Noble	Physical Education
Heidi Painter	Social Science
Brett Paolucci	Social Science
Justin Peterson	Physical Education/Assistant Athletic Director
Ryan Peterson	Social Science, GPS
Wendy Pierce	English, GPS
Susan Posner	English
Joshua Pugel	World Language
Dawnyelle Ramos	English
Dena Reeve	English, GPS
Jeanine Robb	Science
Anne Royston	Science
Sam Scheuer	Math, GPS

Faculty Continued

Caitlin Schumacher	Math
Michelle Sharp	Special Education
Kacie Shingara	English
Scott Southard	Media Productions
Grace Sparks	Special Education
Mary Beth Story	Computer Science
Kristen Stravers	English, GPS
Laurie Theis	Life Skills
Katrina Thompson	Special Education
Geri Villero	Math
Lauren Waegell	Math
Mike Wall	Social Science
Gina Watson	Social Science, GPS
Helen Watson	English
Erec Weber	English
David Werra	Social Science
Cody White	Science
Victoria Wilmer	Special Education
Melinda Wilson	World Language
Eric Wright	Science
Eric Yoder	Social Science
Robb Yount-Gregory	Science, GPS

WASC Self-Study Coordinator

Ashley Lopez	World Language
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School Site Council

Eric Eklund	Assistant Principal
Nikka Vaughan	School Counselor
Charles Alba	Teacher

School Site Council Continued

Terri Courtwright	Teacher
Elizabeth Mendez	Teacher
Grace Sparks	Teacher
Angie Cain	Parent
Laura Fry	Parent
Jessica Xu	Parent
Shuaib Ahmed	Student
Steven Nardinelli	Student

Focus Group A

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Tyler Johnstone	Focus Group Leader/Faculty, Career and Technical Ed.
Greg Crannell	Administrator
Kate Burkhart	Social Science
Jeffrey Carter	Faculty, Visual and Performing Art
Megan Davis	Faculty, English
Nicky Estrada	Counselor
Elizabeth Fox	Faculty, Math
Natalie Gillen	Faculty, Math
Abby Jensen	Faculty, English
Zachary Kamine	Faculty, Science
Joe McKeen	Faculty, Health
Erik Nemer	Faculty, Science
Jim Noble	Faculty, Physical Education
Brett Paolucci	Faculty, Social Science
Joshua Pugel	Faculty, World Language
Dena Reeve	Faculty, English
Michelle Sharp	Faculty, Special Education
Grace Sparks	Faculty, Special Education
Katrina Thompson	Faculty, Special Education
Gina Watson	Faculty, Social Science
Cody White	Faculty, Science
Robb Yount-Gregory	Faculty, Science

Focus Group B

Standards-Based Student Learning: Curriculum

Melinda Malaspino	Focus Group Leader/Faculty, English
Aaron Agnew	Faculty, Physical Education
Clara Brown	Counselor
Ryan Carey	Faculty, Special Education
Jean Cavanaugh	Faculty, Career and Technical Education
Ray Chayo	Faculty, Math
Kevin Clemens	Faculty, Math
Lori Downey	Faculty, Special Education
Alex Fleishchmann	Faculty, Math
Curtis Gaesser	Faculty, Visual and Performing Arts
Pam Goldman	Faculty, Career and Technical Education
Jenny Hower	Faculty, Math
Kelsey Iverson	Faculty, Visual and Performing Arts
Mike McBride	Faculty, Social Science
Ryan Peterson	Faculty, Social Science
Wendy Pierce	Faculty, English
Scott Southard	Faculty, Career and Technical Education
Mike Wall	Faculty, Social Science
Melinda Wilson	Faculty, World Language
Eric Wright	Faculty, Science

Focus Group C

Standards-Based Student Learning: Instruction

Mariah June-Eslick	Focus Group Leader/Faculty, English
Alana Morales	Administrator
Carter Berry	Faculty, Social Science
Starlene Blackburn	Faculty, Math
Kim Bonk	Faculty, English
Clif Castro	Faculty, Social Science
Patrick Chen	Faculty, Math
Paul Doherty	Faculty, Physical Education
Andrea Epperson	Faculty, Special Education
Jean Girard	Faculty, World Language
Kristy Guarienti	Faculty, Science
Sharon James	Faculty, Science
Sarah Lam	Faculty, Visual and Performing Arts
Shelley Messer	Faculty, World Language
Heidi Painter	Faculty, Social Science
Jeanine Robb	Faculty, Science
Anne Royston	Faculty, Science
Kacie Shingara	Faculty, English
Nikka Vaughan	Counselor
Geri Villero	Faculty, Math
Helen Watson	Faculty, English
Erec Weber	Faculty, English

Focus Group D

Standards-Based Student Learning: Assessment and Accountability

Charles Alba	Focus Group Leader/Faculty, Visual and Performing Arts
Eric Eklund	Administrator
Stacie Albay	Faculty, English
Drew Bias	Faculty, Social Science/Career Technical Education
Ariane Bonatto	Faculty, World Language
Fynn Carroll	Faculty, English
Tim Carroll	Faculty, Health/Physical Education
Nicole Deatherage	Counselor
John Fuller	Faculty, Science
Melanie Huber	Faculty, Visual and Performing Arts
Lilia Ibarra	Faculty, World Language
Mary Johnston	Faculty, Math
Eric Keim	Faculty, Physical Education
Kimberly Kelley	Faculty, Special Education
Heidi Melrose	Faculty, Special Education
Robert Mitchell	Faculty, Math
Matt Navone	Faculty, Social Science
Mark Nelson	Faculty, Math
Justin Peterson	Faculty, Physical Education
Dawnyelle Ramos	Faculty, English
Rhonda Rocca	Faculty, Special Education
Caitlin Schumacher	Faculty, Math
Laurie Theis	Faculty, Physical Education
Eric Yoder	Faculty, Social Science

Focus Group E

School Culture and Support

for Student Personal and Academic Growth

Liz England	Focus Group Leader/Faculty, Physical Education
Louise Cranston	Administrator
Mike Adorjan	Counselor
Scarlett Stoppa	Mental Health Specialist
Madeline Canty	Faculty, Science
Sean Capovilla	Faculty, English
Monica Chalmers	Faculty, Science
Terri Courtwright	Faculty, English
Michelle Crowe	Faculty, Special Education
Julie DeVore	Faculty, Health and Physical Education
Rachel Doller	Faculty, Social Science
Jennifer Filippi	Faculty, Science
Lisa Finley	Faculty, Physical Education
Summer Halverson	Faculty, Career and Technical Education
Chris Harris	Faculty, World Language
Brendan Hillier	Faculty, Special Education
Jordan Irsik	Faculty, Special Education
Suzan Martin	Faculty, World Language
Michael Mosier	Faculty, Visual and Performing Arts
Tamara Mosier	Faculty, Visual and Performing Arts
Matt Mills	Faculty, Social Science
Susan Posner	Faculty, English
Samuel Scheuer	Faculty, Math
Kristin Stravers	Faculty, English
Lauren Waegell	Faculty, Math
Dave Werra	Faculty, Social Science

FOLSOM HIGH SCHOOL SELF STUDY TIMELINE

January 2020	<ul style="list-style-type: none"> ● WASC Self-Study Coordinator chosen
February 2020	<ul style="list-style-type: none"> ● Staff Meeting <ul style="list-style-type: none"> ○ WASC Coordinator described the organization, process, and timelines. ○ WASC Focus Groups established: Faculty traveled around to posters to add their name to the group they were most interested in. After this, balancing occurred and a final list was sent out via email. ● Focus Group leaders chosen
March 2020	<ul style="list-style-type: none"> ● Focus Group meeting dates established ● Staff Meeting <ul style="list-style-type: none"> ○ FHS vision and mission statements were examined and discussed in small groups. Groups created and recorded new ideas that were collected on paper to later disaggregate. ● PLC Meeting <ul style="list-style-type: none"> ○ Focus Groups met in individual rooms around campus. Group leaders divided their group into subgroups depending on how many category criteria existed. Subgroups began to record bulleted information under findings and to list pertinent items of evidence.
January 2021	<ul style="list-style-type: none"> ● After a long pause due to the pandemic and a rescheduled WASC visit, new meeting dates and goals were established. ● Staff Meeting via Microsoft Teams <ul style="list-style-type: none"> ○ WASC coordinator re-outlined the WASC process, organization, and timelines.
February 2021	<ul style="list-style-type: none"> ● Staff provided vision, mission, and SLO feedback via Google forms. ● PLC Meeting via Microsoft Teams <ul style="list-style-type: none"> ○ Focus Groups met virtually to add findings and evidence to templates. Groups worked on creating a list of areas of strengths and areas of growth.
March 2021	<ul style="list-style-type: none"> ● Leadership Meeting via Microsoft Teams <ul style="list-style-type: none"> ○ The leadership team consisting of

	<p>administrators, department chairs, and school counselors reviewed staff feedback in regard to the vision and mission statements as well as schoolwide learner outcomes (SLOs).</p> <ul style="list-style-type: none"> ● Department Meeting via Microsoft Teams <ul style="list-style-type: none"> ○ Home Groups met to review the work previously recorded in each of the five categories in Focus Groups. Home Groups added additional information pertinent to their department for each category template to ensure their work was reflected in every template.
April 2021	<ul style="list-style-type: none"> ● Site administration sent out California Healthy Kids Survey results for all staff to review. ● PLC Meeting via Microsoft Teams <ul style="list-style-type: none"> ○ Focus Groups met to review revised category templates, add in evidence and supporting documents/links, and summarize overall findings.
May 2021	<ul style="list-style-type: none"> ● Leadership Meeting via Microsoft Teams <ul style="list-style-type: none"> ○ Final wordsmithing of vision, mission, and SLOs occurred.
August 2021	<ul style="list-style-type: none"> ● Faculty looked at summarized implications from data as well as Focus Groups in order to develop Action Plan items.
September 2021	<ul style="list-style-type: none"> ● Leadership Team developed action plan goals based on data and category templates. ● Home Groups discussed and edited action plan tasks. ● Classified staff received a WASC survey in regard to the five category templates. Completion date 9/17/21. ● Staff meeting: <ul style="list-style-type: none"> ○ Administration went over action plans at a faculty meeting. ○ Feedback and questions from staff were recorded in a Google sheet.



2021 WASC Self Study: Chapter One FHS BACKGROUND

Chapter I: Progress Report

SIGNIFICANT DEVELOPMENTS AT FOLSOM HIGH SCHOOL

Folsom High is a reflection of the community of Folsom and this has been particularly true over the past seven years, since our last full WASC visit. Our school has grown significantly as has the community of Folsom. FHS has also become more ethnically, culturally and religiously diverse since 2015. FHS is fortunate to remain a destination school for students in the Sacramento Valley. This demand is largely due to the depth and breadth of quality programs and outstanding program leaders at Folsom High. Strong community involvement and district leadership combine to create an educational community that encourages excellence.

The community, families, students and staff at Folsom High are aligned in demanding a rigorous and culturally rich educational environment that fosters excellence. This belief is echoed in the FHS Vision Statement: “Balance in pursuit of excellence.”

FHS has maintained high academic standards for all students. Since our last full WASC visit in 2015, we have developed a comprehensive system of support and interventions to ensure the success of all students. These supports include full time intervention teachers in math and English, a designated English Language Development class, the development of our Administrative Student Support Team, development of clearly articulated academic interventions such as SST’s and potential referrals for testing, child find obligations, the hiring of two full-time Mental Health Specialists, adding a .5 Educational Psychologist, an additional academic counselor and an additional full time Assistant Principal and a .5 College and Career Coordinator.

The academic and social/emotional intervention matrices are shared with parents and students annually.

In order to ensure that this critical intervention work is weaved into the fabric of our school and district, FHS and FCUSD shifted to a Professional Learning Model in the fall of 2016. The staff and leadership of Folsom High embraced this structure as it supported our goals and enhanced the strong leadership we are blessed to have in all subject areas.

FHS teachers meet with their PLC’s or Divisions formally three times a month during our collaboration afternoons. One Friday afternoon each month is reserved for our staff meetings

and, occasionally, this time is returned to teachers for collaboration. Since 2016, our staff has embraced this collaborative culture and we have grown quite protective of our PLC time.

This collaborative work has allowed us to pace our curriculum, develop strong, shared formative and summative assessments, collect data for the purpose of designing interventions, align our use of our PAWS/Advisory time, and to provide students with a more equitable learning experience. The structure has also allowed us to support our new teachers in a more comprehensive way. Nowhere is this more evident than in our math department where nine of our fifteen teachers are new to FHS since our 2015 visit.

Folsom High and the community of Folsom is a fascinating mix of tradition and growth.

During our 2015 WASC visit, despite being located across the street from Intel and in a community with many growing technology companies, Folsom High did not have access to or experience with educational technology. Since that time, the community of Folsom passed bond Measure G which brought 80 inch television or projectors, Apple TV, iPads and laptops to every classroom. Partially due to distance learning, 2021-2022 is our first year providing students with a 1-1 student to Chromebook environment. Each student carries their own Chromebook to and from school each day.

Most newly adopted curriculum is offered in print or digital format and has digital tools available to support the content. Since distance/hybrid learning in 2020/2021, our district has adopted the use of Google Classroom, Teams, Zoom, Screencast-O-Matic, Ed Puzzle, Go Formative, Padlet and many other digital tools. Per feedback from our students at the end of 2020/2021, our staff has moved forward with the use of Google Classroom to support students. Students report that this format supports their time management, planning and absence management.

In 2018, Folsom High committed to a partnership with Stanford University's Challenge Success program. This investment was due to a variety of factors: increase in mental health incidents with students, student reported levels of engagement and connectivity as measured through the California Healthy Kids Survey. Additionally, our observations told us that our high performing students and families were experiencing a higher frequency of mental health issues. Many of our Advanced Placement students were taking more AP courses than they could successfully manage and then were asking to drop the course past the window allowed by FCUSD board policy.

Our FHS survey conducted with Stanford's support painted a picture of a student body that was overextended when compared to students at similar schools and communities. Our students were

sleeping too little, overscheduled personally and academically, and their definition of success often did not align with that of their parents.

Since that time, the FHS staff has worked to present consistent messaging about the importance of balance: “Balance in pursuit of excellence.” Teachers have adopted SEL strategies to increase connectivity, deepen relationships, and build resilience. The core value of this shift has been our need to listen to our students. We have prioritized student voice by hosting focus groups about the college application process, the pressures of our school-based academic expectations, academic peer pressure and more. Student government adopted positive messaging to enforce the shared values of balance, playtime, downtime, family time, the importance of sleep and self care.

In order to require reflection and self awareness, our counseling department adopted a time-wheel exercise that is mandatory for all students taking honors or AP courses:

<https://www.fcusd.org/Page/35987>

A group of our computer programming students developed a website for this purpose. The website utilizes average, weekly time investments for each course at FHS. This data was gathered from teachers and students. Students enter their course selections, personal, athletic, community service, family and religious commitments combined with their needed sleep. The program creates a time wheel that graphically indicates their time commitments. Often, students find they do not have enough time in the day for all their commitments while maintaining a healthy balance. This system and website was highlighted nationally by Stanford’s Challenge Success program in 2019.

Mid-Term WASC Committee Follow Up: Progress

Committee: Evidence and 70% of parents surveyed feel students are not receiving guidance from counselors for program planning. Committee: FHS counseling staff and leadership acknowledged they have a process to meet with students to develop a personal four year graduation plan. A concern was expressed that there was not an adequate number of counselors to accommodate all student needs and academic counseling.

Since the mid-term visit, FHS has added a full-time academic counselor for a total of five. While this is an improvement, caseloads are still average 540 students. The FHS counseling staff has worked to find a format that increases engagement and education for all parents and students. FHS has utilized video recording of presentations as well as hosting virtual presentations or meetings. Instructional videos and guiding materials have been shared on the counseling website for each graduating class. These documents, resources and videos have been well received by our parent community.

Overall, there is a sense that parents would like their children to have more individualized attention from their academic counselors. With our current ratios, this is challenging. During COVID and distance learning, counselors have adapted to offering virtual, drop-in meetings. This format is likely one we will maintain as it allows students to access their counselor at times like lunch and PAWS/advisory. Counselors have also made an effort to be more visible on campus by hosting a table in our quad at lunch where students can walk up and ask questions. Counselors are also now requiring all students to develop and submit a four-year plan that will be reviewed with each student during scheduling in the spring. During scheduling, each counselor meets with every student in person to discuss their educational plan and to answer any questions students may have about their schedule options.

Committee: More timely communication from teachers regarding grade updating on the PowerSchool (Student Information System) site needs to happen.

This particular concern is an ongoing challenge. The concern with some teachers has been the lag between the collection of the assignment and the return of the assignment. Administratively, our focus has been on the importance of providing timely feedback so students may adjust accordingly. Our Professional Development Team led a book study of *Neuroteach* during the 2019-2020 school year. *Neuroteach* stressed the importance of “frequent low or no-stakes formative assessment.” Furthermore, our current book studies, *Grading Smarter, Not Harder* and *Grading for Equity* also stress low-stakes formative assessment. The change in practice has been observable as students are understanding that they will receive feedback on formative assessments but not all will be graded. Combined with diversifying formative assessment practices and the use of assessment tools such as Go Formative, Ed Puzzle, Illuminate and Google Classroom, providing timely feedback is more efficient than ever.

As we adopt more frequent low or no-stakes formative assessments and test retakes, we will need to educate our parents about what they will see on PowerSchool. This shift likely will result in scores being reported in PowerSchool but not “graded.” Additionally, students are being expected to complete all formative assessments leading to summative exams in order to earn the opportunity to retake. Parents will need to know that academic grades will be based on mastery and not compliance.

Combined with frequent reminders of the importance of timely feedback, we are hopeful that these strategies will make parents and students feel more informed.

Committee: Parents would also like to see more information regarding daily assignments as well as notification about large projects possibly through websites or text alerts, and they think this would alleviate the need for constant parent initiated communication with teachers.

Partially due to the demands of Distance Learning, FHS teachers are proficient with Google Classroom and many use the tool to collect work. At the completion of distance learning, we asked students for feedback on what “worked” for them. Students overwhelmingly appreciated Google Classroom and the way it populated Google Calendar, supporting student time management.

Additionally, many teachers and PLCs have adopted a weekly newsletter that is emailed to parents. These newsletters address upcoming test dates, projects, study tips and intervention strategies. Parents have frequently reported that they appreciate this communication.

Committee: There has been an identified need to streamline methods of data collection such as: attendance, grades, common assessments, local controlled assessments. Moreover, there needs to be a system that delineates the process in which data is reviewed with staff and appropriate stakeholders.

The need to streamline the collection, dissemination and sharing of data is ongoing. FCUSD data collection through Illuminate, PowerSchool and I-Ready is challenging to collate. At FHS, we share data with our Leadership team in an ongoing manner. Division Leads, in turn, share relevant data with their departments. Distance learning and hybrid learning have made it increasingly difficult to access longitudinal data. We feel strongly that the most relevant and actionable data we generate is at the PLC level through common formative assessments. This data is immediately actionable by our teachers and intervention specialists. These common formative assessments are constantly shifted to meet the needs of students whether we are in distance learning, hybrid or in person. PLCs are at varying levels of proficiency with collecting data from these assessments. The good news is that our teachers are much more aligned than ever before; this was a positive outcome of distance learning as teachers collaborated consistently as a means of survival.

We started the 2021-2022 school year by asking our divisions to discuss the following question: What is your department’s current level of proficiency with using common formative assessment data to drive intervention? How can we support this work?

A key component of our work this year will be to support our departments in their development of simple, common formative assessments that produce accurate data that can be tiered. FCUSD continues to use I-Ready as our growth model assessment tool for most students. We are in the process of adopting a new assessment system for the 2022-2023 school year. I-Ready is very elementary in presentation and our students overwhelmingly do not like the system. I-Ready will assess ELA students through the 12th grade; however, it only assesses math students effectively through geometry with a few advanced algebra skills. Therefore, we do not test any students in Integrated Math 3 or higher as the data is not useful. Students are tested twice a year

in I-Ready. FHS intervention specialists use I-Ready to identify students who score two or more levels below their grade.

Committee: Aside from collaboration among departments in relation to textbooks covering the unique needs of each department, collaboration and staff development among cross curricular content focusing on specific skill sets has not happened yet. But FHS plans to be able to implement a study supported model for professional development and collaboration among all teachers. Committee: Because of the implementation of the CCSS Folsom High School recognized that it will need to devise a cohesive process for collecting, analyzing and creating a plan of action to share assessment data to address student success.

Since our last full visit, FCUSD and FHS have implemented the PLC model of collaboration. This shift has come with in-depth training and release time for PLC leaders who have adopted the model with great enthusiasm.

Professional Learning Communities meet at least three times a month for 80 minutes each meeting. Our PLCs and departments value and are protective of this time. This time is used appropriately per the PLC model. Since our last full visit, all departments have completed the “guaranteed and viable curriculum” process where essential standards are identified and paced. Since this visit, we have also adopted new math, science, ELA, social science, Spanish, French and many other curricula. The adoption of this curriculum has been productive but the adoption process requires PLCs to dissect, organize and pace the new material.

In 2019-2020, FHS implemented a Professional Development Team. The team consists of one or more teachers from all nine departments as well as counselors and intervention specialists. The team focuses on a book study and determines how to effectively bring the learning to teachers, PLCs and departments. The key value of this structure is the need to differentiate professional development for teachers. Low or no-stakes formative assessments look very different for PE teachers as opposed to science teachers. Many of the key concepts can be shared with our staff as a whole, and this team collaborates to present the learning in staff meetings. Unfortunately, this was interrupted by the pandemic as staff meetings were limited last year and they were virtual. We are hopeful that we will be afforded more opportunities to share our learning in staff meetings this year.

Committee: FHS teachers acknowledge they need more support and training on technology that can be used to support student achievement in their classrooms.

Effective use of educational technology has been a high priority since our last full visit in 2015. Since that time, all teachers have a laptop, 80 inch television (or projectors, depending on the configuration of the room), Apple TV, iPad, document camera and Polycom video/microphone system. FHS and FCUSD have adopted a long list of educational technology including Google

Classroom, Screencast-O-Matic, Ed Puzzle, Illuminate, Teams, Zoom, GoFormative, Padlet, etc. Starting this year (2021-2022), FHS is a 1-1 Chromebook to student school. Students check out a Chromebook that they will now maintain for their four years at FHS. This adoption moves us closer to educational equity and access.

As difficult as distance and hybrid learning was in 2020-2021, one positive outcome was increased digital proficiency of all staff and students. Close to all staff are proficient with Google Classroom and many other technology tools. Teachers have continued to employ many of these tools in 2021-2022.

Ideally, we would have more opportunities for professional development in the area of educational technology. However, other priorities continue to emerge such as issues of grading for equity and the demands of teaching during COVID.

Committee: While the governing board is active in the community and in the running of FHS, the staff feels there needs to be more communication regarding policies and data driven results.

Committee: The staff does not have a clear understanding of the relationship between the board and the professional staff, what the role of the board is, and how it affects daily life on campus.

If staff was previously unclear on the impact of the FCUSD, the pandemic has cleared this up. The FCUSD school board has had to make many difficult decisions that have directly affected daily operations at FHS. Board meetings have been much more attended than ever before. Many of our board meetings have been held virtually or broadcast on Youtube Live which has allowed teachers to engage in ways they have not in the past.

Committee: Another key area of concern is student achievement of specific subgroups, especially the Special Education, English Learners, and Hispanic populations.

<https://www6.cde.ca.gov/californiamodel/report?indicator=ela&year=2019&cdcode=&scode=3433216&reporttype=sgroups>

FHS has self reported concerns specifically regarding the math achievement gap between students with disabilities and typical students. While a gap may be expected, FHS students with disabilities have performed as much as 40% lower than typically developing peers in the area of math. In addressing this specific achievement gap, FHS has focused on mainstreaming students with disabilities when at all possible. At times, special education students have been shifted to more sheltered, Specialized Academic Instruction courses due to temporary struggles in general education courses or based upon parent or teacher request. At times, these requests are appropriate. Sometimes, this is simply the path of least resistance. As a staff, we must be attentive to these requests, considering all factors but with a commitment to providing an appropriately rigorous setting for students with disabilities. Additionally, greater alignment

between our general education math PLC and our special education math teachers is needed to ensure alignment.

The needs of EL students is a growing concern. As the population of ELs has grown, the need for professional development for all teachers has increased. This plan to serve this growing population is outlined in our action plan. The good news here is that our EL students struggle at first, but typically demonstrate a steep increase in learning and achievement as they develop their language skills at Folsom High. The greatest struggle is with students who are co-identified as special education/EL. In this scenario, serving the disability becomes the priority and language acquisition takes a back seat. Due to the demands of the schedule and need to earn 220 credits to graduate, it is difficult to schedule students into a study skills course and an EL course unless the family agrees to an additional year of high school; most do not agree.

Just prior to the pandemic, the achievement of our hispanic students jumped significantly as measured by the CAASPP. The vast majority of our hispanic students are highly successful; however, a significant portion of our hispanic students struggle with our college prep classes due to reading comprehension, vocabulary and gaps in mathematics. This struggle often manifests as lower attendance. Additionally, the expectation for homework at FHS can be challenging for some of our students with lower socioeconomic (Low SES) status as parents are working multiple jobs and some are living multiple family homes or apartments and lack quiet places to study. Another challenge is that FHS lacked direct-to-career educational options. We have begun to address this with our new Manufacturing program. Most other CTE programs at FHS, such as computer science or engineering require advanced academic skills.

Our study of equitable assessment systems as well as culturally relevant pedagogy should also help us move the needle in our support of Hispanic and low SES students. The addition of Folsom Lake non A-G courses also provides a new opportunity for select students.

2015 Action Plan Goal 1: Improve teacher and student use of technology in order to support student achievement of CCSS and NGSS standards in all disciplines.

While proficiency with educational technology is an ongoing process for teachers and students, Folsom High teachers and student use of technology has been more revolutionary than evolutionary since this 2015 goal. All teachers now have 80 inch televisions, Promethean Panels or projector/screen setups depending on each classroom's physical space and academic needs. Each teacher has a laptop and iPad. Nearly all teachers use Google Classroom to organize their content. Nearly all teachers use a digital platform for some form of formative assessment. The use of formative assessment through digital platforms such as Ed Puzzle or Formative has allowed teachers to provide more timely feedback to students.

Distance learning inspired numerous PLCs to utilize a flipped classroom format by recording instructional videos for students to be viewed prior to class and when review is needed. Students have reported that the video instruction is helpful when reviewing concepts to prepare for exams or in absence management.

All teachers use PowerTeacher Pro for grading and parent communication.

As of 2020-2021, students now have access to an FCUSD email account. Students are taught through their English class to communicate effectively and professionally using their email. This service has allowed teachers, administrators and students to communicate much more efficiently than ever before.

It remains true that we do not have sufficient time for training on technology. In some ways, our staff and students have become more comfortable with learning on the fly as well as learning to use accessible training resources such as YouTube videos or Googling support. When necessary, we continue to find small chunks of time to support our use of more complex platforms. Two of our teachers, Dena Reeves and Tyler Johnstone, have served our staff well as technology coaches. Tyler and Dena receive district training on critical technology and they deliver this information to our FHS staff in small, accessible chunks of learning. Both coaches work very hard to be accessible to their peers.

Following our rapid shift toward digital learning platforms, we will need to take time to reflect on next steps and priorities. This will likely happen near the conclusion of the 2021-2022 school year.

2015 Action Plan Goal 2: Develop and implement a plan to increase the number of students who meet the CSU/UC a-g admission requirements upon graduation.

The status of this goal was previously discussed at length in response to the mid-term committee's follow up concerns. In short, FHS did not meet the growth target of the 2015 action plan due to a variety of factors.

In order to develop a deeper understanding of the reasons for the slow growth in this area, FHS will need to work with FCUSD to develop more robust tracking of post secondary plans and enrollments. We will also need to develop more comprehensive exit surveys for graduates to better understand why many students opt out of the a-g expectations.

2015 Action Plan Goal 3: Develop a comprehensive intervention and support plan in order to increase academic achievement and better prepare at-risk students for career and college.

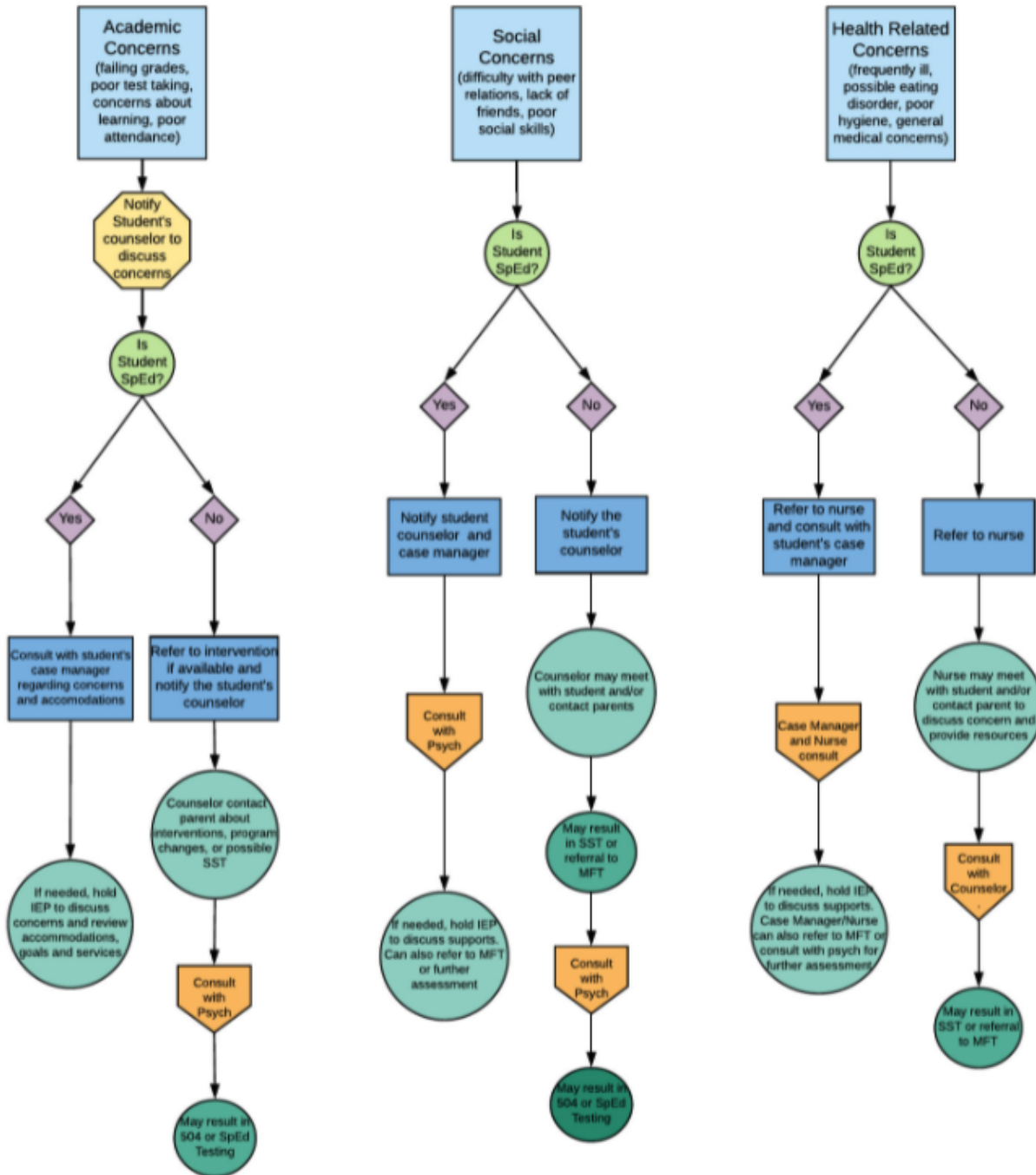
Since 2015, FHS has developed and implemented a comprehensive intervention and support plan for all students. This plan is articulated to parents and students through our student handbook, our website and in yearly back-to-school and link crew parent presentations. Easily referenced decision trees are provided to assist parents and students with appropriate access to interventions (samples below).

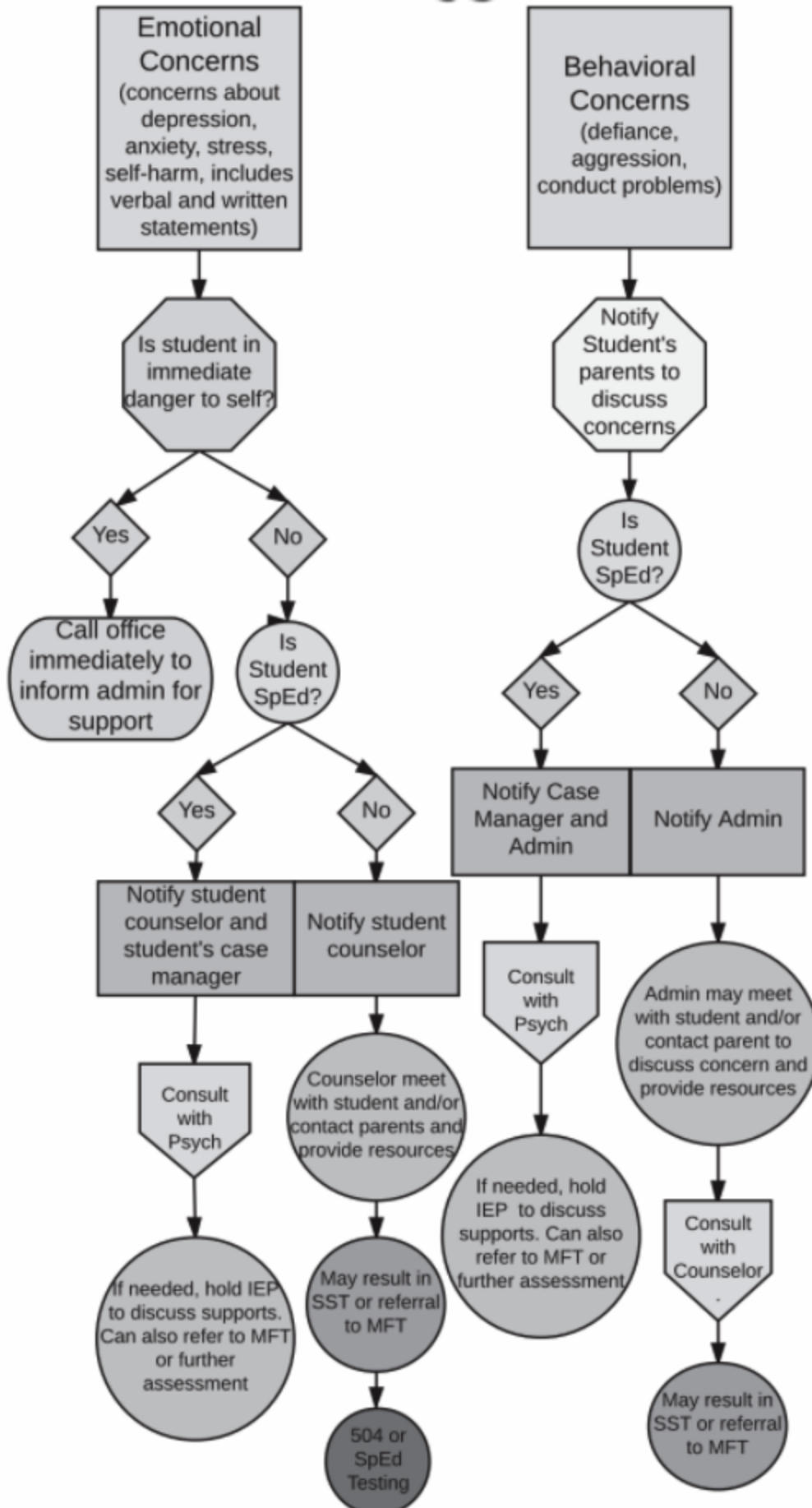
The FCUSD is just now starting to collect data on the number of SSTs conducted by schools. However, this number has increased dramatically at Folsom High since 2015. Additionally, the intervention process has resulted in a significant increase in 504 and identification of students with disabilities through the child find process. Academic data is reviewed regularly by our academic counselors. The academic intervention process may be initiated by any member of our community.

An “Administrative Student Support Team” meets weekly or bi-weekly, depending on need, to review and track services for students with a high level of need. This team includes our academic counselors, assistant principals, principal, mental health specialists, educational psychologists, school nurse and school resource officer when necessary. Services and “next steps” and “who is responsible” is tracked as a team.

Assistant principals review attendance data and work directly with families to address concerns. A2A (Attention to Attendance) is used to track truancy and create communication with families.

Folsom High School Intervention Chart







2021 WASC Self Study: Chapter Two DATA AND FINDINGS

Chapter II: Student/Community Profile and Supporting Data and Findings

GENERAL BACKGROUND AND HISTORY

The City of Folsom was founded in the mid-19th century as a mining town, housed '49ers during the Gold Rush and acted as the western terminus of the Pony Express. By 1895, the Folsom Powerhouse began using energy from the American River to generate the first long-distance electric current transmission, allowing the streets of Sacramento to be lit.

Today, the Folsom area encompasses twenty-two square miles, approximately thirty miles east of downtown Sacramento. It is nestled between Highway 50 to the south and Interstate 80 to the north and is relatively close to Interstate 5 and Sacramento International Airport. In addition to its prime location in the greater Sacramento region, Folsom is close to several recreational facilities and areas, including Folsom Lake to the north, Lake Natoma to the west and the Prairie City Recreation Area to the south.

Coupled with an intricate network of bicycle paths attached to the twenty-three mile American River Parkway, Folsom offers its community fishing, boating, cycling, running, swimming and off-road vehicle recreation. The recently expanded shopping center – The Palladio – has also increased the desirability of living and working in Folsom.

As of 2020, the population of Folsom surpassed 80,000 people with a median household income of \$114,460. The growth and development of the community in the last few years has helped to spur a population growth at Folsom High School as the community offers what some may consider the best of both worlds: an expanding business/shopping sector and the slower pace and feel of a small and tight-knit community.

The Folsom Cordova Unified School District (FCUSD) was unified in 1949 and employs approximately 1,000 teachers, counselors, nurses and school psychologists while serving over 20,000 students annually. Due to the development of the new Folsom Ranch community south of Highway 50, the district plans on building an additional high school and middle school, as well as three new elementary schools in the next five to eight years.

FCUSD operates under the guiding principles of the following Mission and Vision Statement:

FCUSD MISSION

Folsom Cordova Unified School District is committed to providing excellence in educational programs that carry high expectations for each student's achievement and success.

FCUSD VISION

Guided by the highest expectations, Folsom Cordova Unified School District provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st century.

Students graduate with a core of knowledge and skills that become the building blocks for lifelong learning. They graduate with a positive attitude and the leadership, character, and academic skills necessary to excel in a global arena.

Families are an integral part of the educational process. In recognition of this important role, family involvement is actively sought, encouraged and welcomed.

Schools serve as community hubs, places where the community gathers to celebrate and improve learning and to enjoy art, music, sports, public speaking, drama and other school-related activities. The use of school facilities by the community is encouraged.

FCUSD facilities are a reflection of the entire community. We provide students with the educational tools to meet the technological demands of the future and the social skills to function in a culturally diverse society

The FCUSD Educational Service Center is at 1965 Birkmont Drive, Rancho Cordova, CA, 95742 (right on the edge of Folsom and Rancho Cordova) and was established in 1922 at the Riley Street campus (now Sutter Middle School). FCUSD offers a choice of twenty-two elementary schools, five middle schools, three comprehensive high schools, two continuation/alternative schools, one independent study K-12 school and one adult services center. The school district currently offers limited "school choice" at the secondary level, which allows students to choose their high school based on needs and services offered. The school board has recently established limitations due to capacity concerns at Vista del Lago High School due to limitations in space.

Howard Cadenhead, formerly an assistant principal at Folsom High, has been serving as Principal at Folsom High since July 2015. The administrative team at Folsom High is an experienced team. Greg Crannell has served as served as Assistant Principal at Folsom High since 2010; Eric Eklund has served as Assistant Principal since 2017; Alana Morales joined our

team in the fall of 2019; Louise Cranston was added to our team as Assistant Principal this fall, with 27 years of experience in special education. Dr. Sarah Koligian was hired as the district's Superintendent in June of 2017. Don Ogden has served as Assistant Superintendent of Human Resources since 2017. Sean Martin, Assistant Superintendent of Business Services, joined FCUSD this summer.

FAMILY AND COMMUNITY TRENDS

FHS is located along Highway 50 and serves the growing city of Folsom in Sacramento County. Single-family homes, apartments, and business structures continue to be built at a rapid pace. A new community, Folsom Ranch, is under development on the south side of Highway 50 and is expected to add 10,000 new homes, a new high school, middle school and five elementary schools over the next decade or so.

FHS, built in 1922, was the first high school within FCUSD and moved to the present campus in the fall of 1998. The campus sits on sixty-five landscaped acres abutting a reservoir and includes several athletic facilities and fields, as well as a professional theatre. Even though the facility is 22 years old, it maintains an overall good state of repair, and many who see the campus for the first time mistake it for a community college.

The school includes a Learning Resource Center (library), TV studio, theater complex, stadium complex, two gymnasiums, weight room, dance room, science labs, CTE building, food service area and many academic classrooms.

In November 2014, the Folsom community overwhelmingly passed the Measure G schools bond measure in order to support the addition of new school facilities and to support facility upgrades, technology and infrastructure updates. In the summer of 2017, Folsom High School added the Measure G funded auxiliary gymnasium and physical education classroom. Additionally, the bond measure funded the installation of 80-inch televisions or projectors, Apple TVs and iPads in every instructional space on campus.

In the fall of 2020, Folsom High opened the CTE and Physics building. The CTE building houses a state-of-the-art manufacturing facility, metals/welding lab and wood working lab. These facilities support Folsom High's Product Innovation and Design, Project Lead the Way Engineering and Civil and Architectural Engineering programs. The adjoining Physics classroom offers students a unique opportunity to learn physics in a hand-on, project based environment. The physics building offers a large classroom with a designated instructional space and a designated lab space in the same building.

STATE/FEDERAL PROGRAM MANDATES

FHS participates in several state and federal programs. One such program is the Free and Reduced Lunch Program, which is vital to the nutritional support of FHS's low socioeconomic students. The latest data indicate that 18% of Folsom High students qualify for the program.

Since the last WASC visit in 2015, FHS has added an English Language Development class to better support our level one and two students. All EL students at Folsom High are mainstreamed and supported by teachers with CLAD/CTEL credentials. The majority of EL students show adequate yearly progress on the CELDT/ELPAC and academically. In the past few years, reclassification rates have been high.

PARENT/COMMUNITY ORGANIZATIONS

FHS values and encourages parent involvement and supports an open-door policy. All parents and community members are invited to a series of informational meetings hosted by the counseling department and administration. Back-to-School Night is very well attended by the community. Several parent/community organizations benefit FHS and enhance FHS's mission.

The Parent/Teacher/Student Association (PTSA) has been active since the school's inception and meets monthly in order to raise money and volunteer hours to support a wide variety of programs. The organization also serves as a source of information to parents and community members regarding what is happening at FHS. The group consists of parents, teachers and administrators who support vital activities such as Sober Grad Night, the annual PTSA fundraising silent auction, and various athletic and academic activities. The PTSA raised money to purchase three security golf carts, collaborative and flexible library furniture, an iPad cart, student laptops for the school library and a marquee for the center of school to support student government in advertising school activities. On a district level, the district PTSA has a meeting every month where parents from all schools in the district come together to disseminate information and use common planning time for events. Parents also serve on the school's safety committee and on the School Site Council.

The Folsom Athletics Boosters organization is specifically geared to supplement the sports programs at FHS. This group of parents and community members fundraise and volunteer hours to provide coverage for snack bars and provide monetary assistance to sports programs. Such assistance includes, but is not limited to, replacement costs for equipment, tournaments and uniforms.

Folsom High Music Boosters is another parent/community organization that greatly impacts a large population of students at FHS. The Band Boosters was specifically created in order to assist with funding the award-winning band program and focuses their fundraising dollars on competitions, uniforms, and any other needs identified by the music department.

COMMUNITY FOUNDATION PROGRAMS

FHS maintains a strong relationship with the city of Folsom and specifically the Folsom Police Department. As a result, Folsom PD and FCUSD partner to provide all the Folsom City schools with two full time School Resource Officers (SRO). These two officers split their time among one high school, one middle school and a few elementary schools. Officers maintain an office on the high school campus and remain in contact when off-site. Folsom often provides support for athletic events and student activities such as the homecoming parade in the Historic District. Both the Folsom Police Departments as well as the Folsom Fire Department also volunteer their services by participating in our biannual Every Fifteen Minutes program, which offers students a first-hand look at the dangers of driving under the influence of alcohol through a simulated crash scene.

SCHOOL/BUSINESS RELATIONSHIPS

The relationship FHS has with the business community is essential to the success of the school. Many businesses have contributed monetarily to the site by purchasing banners to be displayed at sporting events, purchasing advertisements in the student yearbook, and by sponsoring students, teams and events or donating equipment and time. Intel sponsors the PC Pals program, where students develop an email correspondence with Intel employees to get support in academic classes. Both Intel and SMUD (the Sacramento Municipality and Utilities District) continue to donate personnel as well as expertise and equipment for the annual “Folsombration” hosted at the school in the spring. This event allows students from a variety of classes to demonstrate – and be judged on – their innovative science and solar projects.

FHS continues to benefit from a partnership with the City of Folsom and the Folsom Athletic Association in managing, maintaining and scheduling school and city facilities.

Students in the drama program have benefited from a partnership with the Harris Center for the Arts (Folsom Lake Community College), being able to attend and perform on stage at the innovative facilities.

Folsom High’s Global Perspective Studies (GPS) program partners with the Folsom Rotary Club to host 11th-grade students at the Rotary Ethics and Leadership Conference. The conference

brings community leaders together to teach junior Folsom High School students about the importance of ethics and leadership. GPS coordinator Melinda Malaspino also brings in a diverse group of speakers from the community to increase global awareness. Past speakers have included the mayor of Folsom, City Council members, leaders of global service organizations, alumni who have traveled and studied abroad, and speakers from a wide variety of careers.

GPS III (junior) students partner with local, global service organizations for mandatory service-learning opportunities. GPS IV (senior) students independently research global topics of their choosing and are mentored by Folsom community members.

Folsom community and business members serve as panel members for GPS IV student presentations of the global service-focused Senior Project.

STAFF DESCRIPTION

Staffing Data

Year	Doctorate	Special Degree (Juris Doctor)	Master's Degree +30	Master's Degree	Baccalau reate Degree +30	Baccalaur eate Degree	Total
14-15	2	1	3	23	55	1	85
15-16	2	0	2	28	52	6	90
16-17	2	0	3	31	57	2	95
17-18	3	0	3	27	59	2	94
18-19	3	0	2	29	57	5	96

In 2018-2019, FHS received feedback from its community that there were not enough academic counselors to support the growing number of students. In 2019-2020, FHS added an additional counselor, bringing the number of counselors to five. The number of personnel for counseling has increased to 8.0 while the number of qualified personnel for other pupil support services is seven. In general staff turnover is minimal, and, in the last three years, staff levels have seen an increase as FHS continues to add sections and teachers to accommodate the increase in student population. Additionally, as teachers continue to retire, the age of the FHS staff continues to decrease. Since the last self-study, the counseling and front offices have had little turnover, save for several retirements.

	14-15	15-16	16-17	17-18	18-19	19-20
Certificated	85	91	95	94	96	N/A
Classified	39	42	44	48	45	N/A
Student Enrollment	2198	2300	2419	2426	2472	2548

The total number of staff at FHS has steadily increased. In 2014-2015, FHS had 85 teachers and that number increased to 96 in the year 2018-2019. In the year 2018-2019, 65% of teachers had at least a bachelor’s degree, 33% had at least a Master’s, and 3% held a Doctorate.

Specialized Training/intern Programs

All new FHS teachers are automatically enrolled in BTSA and continue in the program until they are tenured. One hundred percent of the teaching staff is CLAD-certified.

Teachers – by gender

Table #3: FHS Teachers by Gender						
	14-15	15-16	16-17	17-18	18-19	19-20
Female	50	54	57	57	55	N/A
Male	35	37	38	37	41	N/A
Total	85	91	95	94	96	N/A
Percent Female	0.59	0.59	0.60	0.61	0.57	N/A
Percent Male	0.41	0.41	0.40	0.39	0.43	N/A

FHS’s gender ratio has remained relatively consistent over the last three years. In 2018-2019, the gender ratios became more proportionate with 57% female and 43% male teachers.

Teachers – by ethnicity

FHS’s faculty is predominately white, with 1 Asian, 9 Hispanic/Latino, and 2 non-reported ethnicities.

Table #4: FHS Teachers by Ethnicity					
	14-15	15-16	16-17	17-18	18-19
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	1	1
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	7	9	10	10	9
Native Hawaiian or Pacific Islander	0	0	0	0	0
None Reported	0	0	0	2	2
Two or More Races	0	0	0	0	0
White	78	82	85	81	84
Total	85	91	95	94	96

Classified staff by ethnicity

For classified staff, White is the predominant ethnicity. Hispanic is the second largest ethnic group for classified personnel and this group continues to slowly increase.

Table #5: FHS Classified Staff by Ethnicity

	14-15	15-16	16-17	17-18	18-19
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	1	1
Black or African American	1	1	2	2	2
Filipino	0	0	0	0	0
Hispanic or Latino	8	10	11	11	10
Native Hawaiian or Pacific Islander	0	0	0	0	0
No Response	0	0	0	2	2
Two or More Races	0	0	0	0	0
White	85	87	90	86	89
Total	94	98	103	102	104

Content of staff development

In the last two years, FCUSD has managed to add four staff development days back into the school calendar. Two of these days took place at the beginning of the school year before students were on campus and included training that was centered around differentiated instruction, social emotional learning, and a variety of new technology platforms. Two additional district staff development days occur during the school year.

In addition to these district-supported days, Folsom High School also offers professional development each Friday. Students are released from school early this day so that staff may focus on training and staff development in one of several areas: whole faculty meetings, department meetings, and professional learning community meetings.

SCHOOL PURPOSE AND WASC HISTORY

Folsom High is a reflection of the community of Folsom and this has been particularly true over the past seven years, since our last full WASC visit. Our school has grown significantly as has the community of Folsom. FHS has also become more ethnically, culturally and religiously diverse since 2015. FHS is fortunate to remain a destination school for students in the Sacramento Valley. This demand is largely due to the depth and breadth of quality programs and outstanding program leaders at Folsom High. Strong community involvement and district leadership combine to create an educational community that encourages excellence.

The community, families, students and staff at Folsom High are aligned in demanding a rigorous and culturally rich educational environment that fosters excellence. This belief is echoed in the FHS Vision Statement: **“Balance in pursuit of excellence.”**

SCHOOLWIDE LEARNER OUTCOMES

Since our last WASC visit, FHS has been working to develop and implement new SLOs in our classroom and extra-curricular activities. Challenge Success has had a significant impact on the development of our new SLOs. For the past several years, student and teacher work through Challenge Success has indicated two significant pieces of data – the need for balance and the role of “playing school.”

FHS has a strong academic history and is known for its rigorous coursework and as such, our students are increasingly under pressure, whether from outside sources or themselves. Several years of Challenge Success data, including student and community surveys and various on campus activities, indicate the need to help our students balance their strong desire to be academically successful with strategies to maintain their physical and mental well being.

FHS students also understand school and indicate that while they want to learn, they also know how to “play school,” which indicates the need for more authentic learning experiences.

Over the course of a year, FHS worked with both the leadership team and the professional development team to reimagine our SLOs to support our student body in their desire to be academically competitive without compromising their well-being. This led to the new vision Folsom High School and mission statement for FHS. Once these were crafted, the faculty and staff updated the SLOs to be more representative of the FHS student body. The new SLOs are:

Folsom High School students will become life-long learners, critical thinkers, effective communicators and globally responsible citizens!

Life-Long Learners:

Students will value and develop the skills necessary to support life-long learning

Critical Thinkers:

Students will develop critical thinking skills necessary for success in a competitive, global society

Effective Communicators:

Students will develop effective speaking, writing and listening skills

Globally Responsible Citizens:

Students will develop environmental and community responsibility

LCAP IDENTIFIED NEEDS

The district LCAP goals are created over a series of months. The district engages community members, school administrators, district administrators, and students to examine data and determine a focus for upcoming goals. After a series of community forums where stakeholders are given the opportunity to provide feedback, LCAP goals are decided upon. Folsom High School's School Plan for Student Achievement (SPSA) goals are derived from and directly support the district LCAP goals.

District LCAP goals 2021-2024:

Goal 1: All students will receive equitable instruction from highly qualified teachers and have access to curriculum which promotes college and career readiness. (State Priority 1)

Goal 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment with an intentional focus on historically marginalized and the most vulnerable student populations. (State Priority 3, 5 and 6)

Goal 3: Provide all students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)

Goal 4: Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations. (State Priority 4 and 8)

FHS SPSA Goals:

Goal 1:

1.1 Acquire highly qualified teachers and provide support to effectively utilize the curriculum to support ALL students in learning.

1.2 All school facilities will be up to date per district and state standards, specifically as it relates to safety protocols for COVID-19.

1.3 Identify necessary strategies and materials that will meet the specific needs of site demographics by integrating linguistically and culturally responsive instructional strategies objectives into site PLC and PD meetings.

Goal 2:

- 2.1 Maintain an overall school attendance rate of 97% or higher for the 2021- 2022 school year by organizing student/parent meetings, home visits, SART, and SARB meetings.
- 2.2 Continue to develop strategies from the FHS Student Diversity Council to improve school culture. The Student and Diversity Council will continue to discuss school culture as specifically relates to race and diversity in our school.
- 2.3 Utilizing early intervention measures, restorative practices, other means of correction as an alternative to traditional discipline, peer mediation, and parent consultation.
- 2.4 Increase parental engagement and input by increasing parent participation in our Student and Diversity Council, School Site Council, Parent Teacher Student Association.

Goal 3:

- 3.1 Whole school book study on equitable grading practices, biweekly student SEL check ins, monthly SEL, and academic competency instruction via our mental health specialists.
- 3.2 Continue to provide professional development to PLCs on researched-based strategies that promote and produce quality formative assessment strategies that support engaged and reflective learning. Using an online platform, teachers will guide student understanding with low and no stakes formative assessments.
- 3.3 Continue to work with the professional development team consisting of representatives from each department. The team will continue to analyze data to determine professional development needs, engage in shared reading and learning, and develop presentations to be shared with departments, PLCs and the whole staff. PD will include SEL instructional and academic competencies.
- 3.4 Increase enrollment in A-G, CTE, AP, and Stem courses.

Goal 4:

- 4.1 Through targeted English intervention by an intervention teacher, increase struggling readers' reading level (more than two years below grade level) at least one year.
- 4.2 Through targeted Math intervention by an intervention teacher, increase struggling math students' levels (more than two years below grade level) at least one year.
- 4.3 Provide all EL students the necessary technology and resources needed to be successful.
- 4.4 Increase Special Education grade level progress through intentional data collection methods at the beginning, middle, and end of each year to ensure measurable progress towards closing achievement gaps.
- 4.6 Increase graduation rate through targeted invention and one on one meetings with counselors and students.

SCHOOL PROGRAM DATA

Student Participation Data

Table #6: FHS Student Clubs 2019 - 2020					
Alliance for Bulldog Inclusion	Break Free Club	CyberPatriot Team	Folsom High School Speech and Debate Team	Kiwanis Educated Youth (KEY) Club	Rocketry Club
Hands 4 Hope Club	Bring change 2 mind	Dance club	Foreign English Mentorship Organization Club	Law club	Robotics Team
A.P. Club	Bulldogs Reaching Out	D&D Club	Freedoms Foundation Club	Math Club	Science Club
Art club	Friendship is magic club	Drag up your life club	California Scholarship Federation (CSF)	March for Our Lives Club	Skills USA
Asian Cultures Club	Card Game Club (CGC)	ECO Club	Amnesty International: Folsom Chapter Club	Mountain Bike Club	Society of Women's Engineering (SWE)
Yoga Club	Future Health Professionals	Entrepreneurs hip Club	Committee of Resourceful Education (C.O.R.E.)	Music Club	Speedsters Club
Beauty Club	Cognatice Exchange Club	Fandom Club	Future Young Leaders of Humanity	Muslim Student Association	Unicef Club
Book Club	Computer Science Club	Fellowship of Christian Athletes (FCA)	World Language Scholars Society Club	Physics Olympiad Club	Vent
Biology Research Club	Volunteers Serving the Community	Forestry Challenge club	H.O.P.E. (Helping Orphans Persevere Endlessly)	Quiz Bowl	Kicks4Keeps Club
Black Student Union Club	Connections of Generations	Folsom High School Film Making Club	CREATE (Construction, Re-developmen t, Engineering, Architecture, Trades, Education)	Red Cross Club	Friday Night Live

Table #7: FHS Student Participation 2019 - 2020	
2019-2020 Co-Curricular Activities	# of Student Participants
Orchestra	38
Concert Band	85
Jazz Band	68
Drama	115
Tech Theatre	27
Concert Choir	16
Chamber Choir	33
Student Government	65
GPS English 1	62
GPS English 4	20
GPS Speech	7
GPS US History	15
GPS World Cultures	13
Athletics	760
Two Sport Athletics	101
Clubs	1227

There are many options available to FHS students for extracurricular activities. There are approximately 760 student participants (30% of the total student population) in the following competitive sports: baseball, softball, football, cheer, volleyball, wrestling, basketball, cross country, golf, soccer, swimming, tennis, and track and field.

In addition to athletics, there are approximately 1227 (57%) participants in the clubs designated in the above chart with many of the clubs participating in or leading community service opportunities in Folsom as well as the county. Since the 2014-2015 school year, the number of clubs on campus has increased from 28 to 61.

Other co-curricular activities include a wide variety of jazz band, marching band, concert choir, and chamber choir performances and competitions; drama, with performances such as the Fall/Spring plays; Drum Corps, with performances for school rallies, school assemblies, concerts and other competitive performances; and Battle of the Bands. Additionally, the visual and performing arts departments collaborate to produce an arts extravaganza/performance in Folsom's performing arts center that features musical performances and short plays while students paint and create works of art. The Visual Arts department also collaborates with engineering, physics, and computer science to host Folsombration, a day during which students produce and display their art on campus. FHS hosts an art gallery in the Student Learning Center, and student work is displayed in the FHS front office, the yearbook, art competitions and displays around Sacramento galleries and through several on campus events throughout the year.

The Global Perspectives Studies program, while curricular, also includes “co-curricular” activities as many of the activities are conducted outside the academic day.

One last important co-curricular activity is the participation by approximately 37 students (1.7%) in the leadership/student government class which is responsible for the various student activities on campus, including rallies and school dances.

School Funding Data

Table #8: FCUSD Average Expenditure per Pupil	
Year	Amount
14-15	\$ 5,392.00
15-16	\$ 5,392.00
16-17	\$ 6,278.00
17-18	\$ 6,278.00
18-19	\$ 6,235.00
19-20	\$ 6,235.00

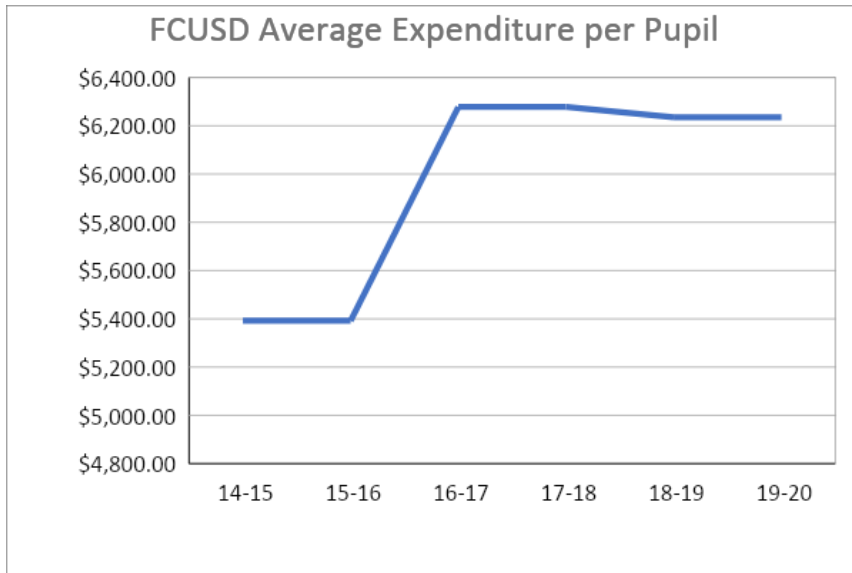


Table #29: Monies from additional funding sources for FHS	
Intel Matching Gifts to Education Program	ROP & CRANE Grant
Intel Volunteer Grant Program	Balanced Body Inc.
Athletic Boosters	Target-Give with Target
Carl Perkins	Music Boosters
Kaiser Permanente Community Giving Campaign: Teresa K Lee	Target-Take Charge of Education
AeroJet Rocketdyne Delivers: Ronald Dangerfield	PTSA
Folsom Chamber	Donor's Choose
Wells Fargo Foundation	Project Lead the Way Grant
Wells Fargo Community Support Campaign	SSP Grant
FCUSD Foundation	

Student Performance Data

California Assessment of Student Performance and Progress (CAASPP)

Overall, FHS students continue to perform well on California state assessments. In 2018-2019, almost 85% of our students met or exceeded standards on the English Language Arts assessment. If we examine CAASPP ELA data for our subgroups, our SPED students only meet or exceed standards at approximately 51%, while 69% of our economically disadvantaged students met or exceed standards.

Table #9: CAASPP English Language Arts/Literacy Results

	14-15	15-16	16-17	17-18	18-19	19-20
Std Exceeded Level 4	42%	50%	57.79%	53.83%	55.10%	N/A
Std Met Level 3	32%	30%	30.25%	29.12%	29.59%	N/A
Std Nearly Met Level 2	18%	15%	7.97%	13.41%	9.52%	N/A
Std Not Met Level 1	8%	4%	3.99%	3.64%	5.78%	N/A

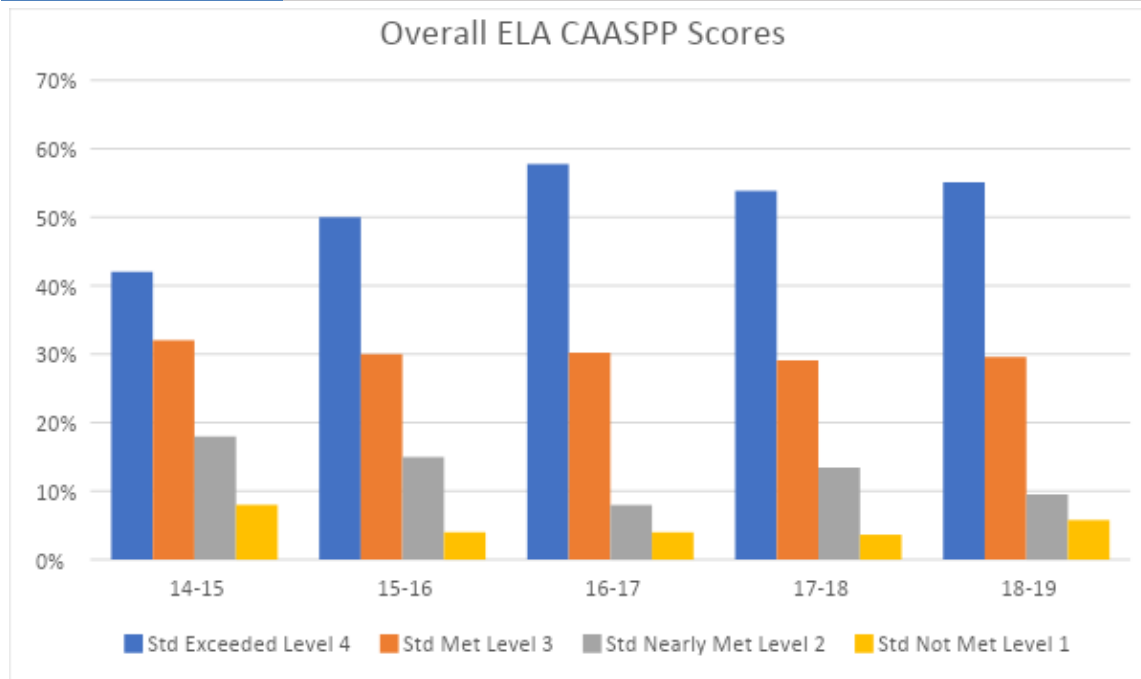


Table #10: CAASPP ELA/Literacy Results for English Learners

	14-15	15-16	16-17	17-18	18-19	19-20
Std Exceeded Level 4	Redacted	0%	Redacted	Redacted	N/A	Redacted
Std Met Level 3	Redacted	18.18%	Redacted	Redacted	N/A	Redacted
Std Nearly Met Level 2	Redacted	54.55%	Redacted	Redacted	N/A	Redacted
Std Not Met Level 1	Redacted	27.27%	Redacted	Redacted	N/A	Redacted

There is not a graph for EL because the scores have been redacted to protect the privacy of EL students.

Table #11: CAASPP ELA/Literacy Results for Students with Disabilities

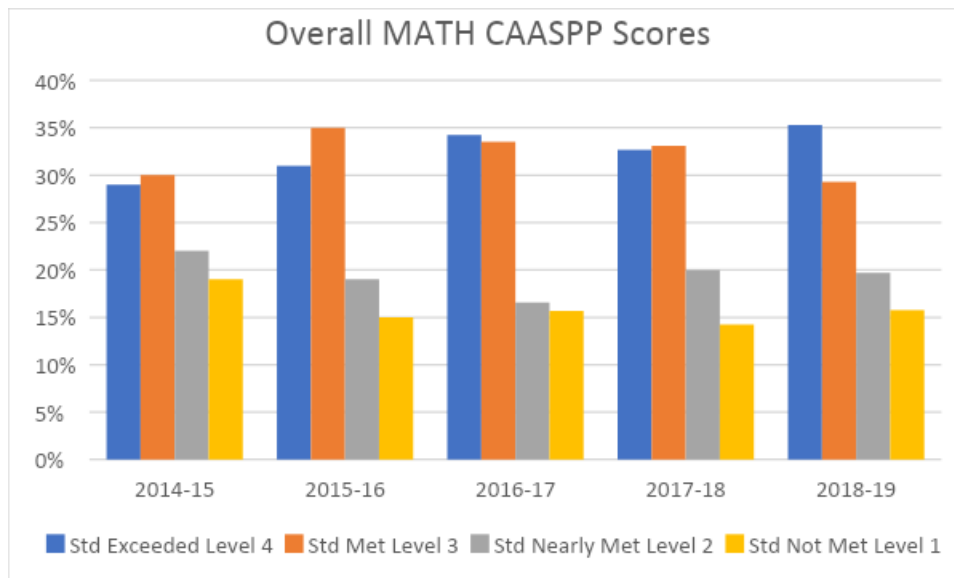
	14-15	15-16	16-17	17-18	18-19
Std Exceeded Level 4	3%	2%	13.16%	17.50%	17.02%
Std Met Level 3	23%	16%	31.58%	32.50%	34.04%
Std Nearly Met Level 2	19%	51%	18.42%	25%	27.66%
Std Not Met Level 1	55%	30%	36.84%	25%	21.28%

Table #12: CAASPP ELA/Literacy Results for Economically Disadvantaged Students

	14-15	15-16	16-17	17-18	18-19
Std Exceeded Level 4	28%	25%	38.75%	39.33%	33.77%
Std Met Level 3	36%	36%	27.50%	31.46%	35.06%
Std Nearly Met Level 2	22%	30%	20%	21.35%	16.88%
Std Not Met Level 1	14%	9%	13.75%	7.87%	14.29%

Table #13: CAASPP Mathematics Results - All Students

	14-15	15-16	16-17	17-18	18-19
Std Exceeded Level 4	29%	31%	34.24%	32.69%	35.27%
Std Met Level 3	30%	35%	33.52%	33.08%	29.28%
Std Nearly Met Level 2	22%	19%	16.58%	20%	19.69%
Std Not Met Level 1	19%	15%	15.66%	14.23%	15.75%



For FHS CAASPP Math in 2018-2019, less than 65% of our students met or exceeded standards, which is consistent with previous testing data. Closing the math achievement gap continues to be a focus at FHS. This number drops to 36% for economically disadvantaged students and 16% for our students with disabilities. While both groups of data are consistent with previous years, the

need to address the achievement gap for these populations continues to be an area of growth for FHS.

Table #14: CAASPP Mathematics Results for Economically Disadvantaged Students					
	14-15	15-16	16-17	17-18	18-19
Std Exceeded Level 4	19%	9%	15.19%	22.47%	17.33%
Std Met Level 3	23%	37%	31.65%	26.97%	18.67%
Std Nearly Met Level 2	22%	28%	20.25%	19.10%	32%
Std Not Met Level 1	36%	26%	32.91%	31.46%	32%

Table #15: CAASPP Mathematics Results for Students with Disabilities					
	14-15	15-16	16-17	17-18	18-19
Std Exceeded Level 4	0%	0%	5.13%	7.32%	4.17%
Std Met Level 3	6%	2%	10.26%	7.32%	12.50%
Std Nearly Met Level 2	19%	26%	12.82%	29.27%	27.08%
Std Not Met Level 1	74%	72%	71.79%	56.10%	56.25%

English Language Proficiency (ELPAC)

In 2018, the California Department of Education shifted from the CELDT assessment to the English Language Proficiency Assessment for California, or ELPAC, to measure language proficiency for students whose first language is not English.

The initial ELPAC Assessment is given to students the first year they enroll in the district and identify via a home language survey that their primary language is not English. The initial results determine the level of fluency of the student.

The summative ELPAC is administered to students yearly and is used to determine progress and language proficiency level.

ELPAC Performance on Initial & Summative Assessments

Table #16: Overall Performance on ELPAC Initial - Percentages			
Year	Initial Fluent English Proficient	Intermediate English Learner	Novice English Learner
2018-19	93.75%	0.00%	6.25%
2019-20	95.24%	0.00%	4.76%

For the two available data years, FHS has a high number of students who are deemed Initial Fluent English Proficient, which is consistent with prior CELDT data. FHS has a large number of students who are multilingual while English is not their primary language, they

are considered fluent in English.

Year	Level 4	Level 3	Level 2	Level 1
2018-19	46.94%	24.49%	10.20%	18.37%
2019-20	40.91%	29.55%	**	**

For the two available data years, FHS has a high number of students who score a 4 on the Summative test, indicating the readiness for reclassification. Despite this, many of our ELD identified students fail to be reclassified. This supports previous data that indicates that FHS does not adequately support ELD students' progress towards reclassification. Many of our ELD students are also identified as special education students, which makes the matter more difficult to address. Regardless, this is an area of growth and focus for FHS.

Local Assessments:

Social Science

The social science department began implementing common assessments beginning in 2014-2015 with 10th grade World Cultures students. With the continued focus on Professional Learning Communities, the social science department continues to create common assessments to assess student progress across classrooms.

Physical Education

The Health, Driver's Ed, and Physical Education Department use two main forms of assessment. Health and Driver's Ed uses pre and post-tests in order to monitor achievement. PE teachers use the state mandated FitnessGram results to assess our student progress.

Career Technical Education

Most classes in the CTE department assess students by their final unit projects, portfolios, performances, displays, and shows. In addition, some of the classes have chapter written exams and finals. The PLTW courses have end of semester assessments common to all PLTW courses in the district, state, and nation. They are multiple choice and free response computer-based exams.

Visual and Performing Arts

The majority of VAPA assessments are performance based and many assessed performances take place in the community. Written assessments are also used in some of the upper division courses.

Science

The Science department has complete integration of the Next Generation Science Standards. In addition, it converted to the three-course sequencing model in the 2018/19 academic year. Since these changes, and a heavy focus on Professional Learning Communities, we have identified essential skills with which students should graduate. Across all three disciplines, we work to integrate these skills into our curriculum. In addition, PLCs work closely and frequently to align course sequencing in each discipline, and to develop common formative and summative assessments. Specifics of such assessments are driven by prioritized standards, which have been identified in work completed through the discipline-specific Guaranteed and Viable Curriculum Professional Learning Communities.

Math

The math department utilizes common assessments within each course and regularly uses data from these assessments to guide daily instruction. Teachers meet regularly to discuss assessment results to determine areas to revisit, whether through their classrooms or targeted intervention.

Special Education

All students served through special education are assessed in the areas of math and English through the IEP process and/or in their math and English classes. As part of their IEP, all students, except the most severe, are given the Wechsler Individual Achievement Test®–Third Edition (WIAT-III) or a similar achievement test for their cognitive level every three years. Each time the achievement test is given, student progress in math and English is measured against previous achievement test results. Most students served through special education are in the general education setting for math and English. As such, they participate in the district benchmarks/assessments at the same time and in the same environment as their peers. Students in the mild/moderate special education math and English classes are also assessed. The department currently uses the iReady diagnostic as a benchmark in math and English classes.

World Language

The World Language Department uses a comprehensive program in levels 1 – 3 of each language in order to prepare students for AP in their fourth year. Within each program, units are assessed with common exams and both the fall and spring finals for each level are comprehensive and district- wide. Additionally, the department is working to refine projects that are used in each of the three languages.

English

English uses a variety of methods to assess students across the grade levels. All grade levels are working towards common essays and finals and all grade levels use district provided writing benchmarks. Each grade level creates a portfolio piece that follows students across teachers and grades. English is also working towards utilizing common formative assessments in order to gauge student progress towards broader writing standards in the

class.

College Scholastic Assessment Test (SAT)

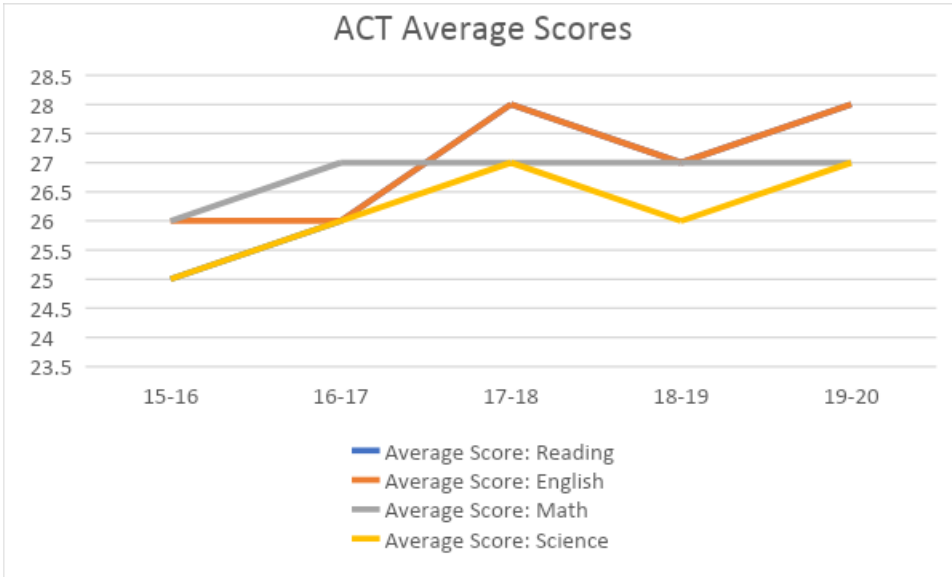
Folsom High’s SAT test rate has remained consistent over the past six years. During the same period of time, reading, writing and math scores have remained relatively consistent.

Table #18: SAT Student Data					
Year	Grade 12 Enrollment	Grade 12 Number Tested	Grade 12 Number and % Meeting ERW Benchmark	Grade 12 Number and % Meeting Math Benchmark	Grade 12 Number and (Percent) Meeting Both Benchmarks
16-17	535	262	210 80.15%	34 12.97%	223 85.11%
17-18	563	298	278 93.28%	2 .0067%	258 86.57%
18-19	552	209	194 92.82%	167 79.90%	164 78.47%
19-20	608	174	174 93.10%	167 83.91%	164 82.18%

ACT

Folsom High’s students have historically been taking the ACT at a high rate, however since 2016-2017 there has been a steady decrease in the total number of students taking the test.

Table #19: ACT Graduating Cohort Report								
Year	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
15-16	511	188	25	26	26	25	163	86.70%
16-17	535	221	26	26	27	26	187	84.62%
17-18	563	130	28	28	27	27	119	91.54%
18-19	552	127	27	27	27	26	110	86.61%
19-20	608	112	28	28	27	27	93	83.04%



Advanced Placement

AP Scores Overall	Grades 10-12 Enrollment	Grade 12 Enrollment	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5
19-20	1,893	608	605	38	181	321	359	308
18-19	1,810	552	584	25	164	345	320	286
17-18	1,775	563	564	37	171	310	277	306
16-17	1,741	535	528	41	148	279	319	283
15-16	1,677	511	494	44	128	260	282	241

The number of students taking the AP exam has steadily increased from 29% in 2015-2016 to over 32% of all 10th – 12th graders who take the AP exam. In fact, over the years, the number of overall tests has increased over each preceding year. The number of students passing the exam with a 3 or higher has also increased each year.

UC a-g

School data regarding the number of students who are UC/CSU eligible continues to be lower than our staff would like. FHS leadership and administration continues to analyze potential roadblocks for a-g completion.

Year	Graduates	Graduation Rate	Graduate Meeting UC/CSU	Percentage meeting UC/CSU
2017-18	510	98.5%	325	63.7%
2018-19	531	96.4%	340	64%
2019-20	517	97.7	330	63.8%

D/F Data

Year	D's – Sem 1	F's – Sem 1	D's – Sem 2	F's – Sem 2
15-16	139	92	113	69
16-17	173	111	153	98
17-18	274	223	169	133
18-19	270	161	253	135
19-20	413	252	N/A	N/A
20-21	704	777	609	955

School grade data indicates a marked increase in the overall D and F rate, particularly after the COVID-19 school shutdowns and subsequent return to campus. When excluding COVID related data, the data trends remain similar to historical trends – a decrease in F’s from first semester to second. There are also historically more D’s first semester than second, indicating that students tend to perform better academically in the second semester. While the COVID and post-COVID data is alarming, it indicates a possible area for growth in terms of reintegrating students back into the school culture and into the habit of “regular school.”

Table #23: FHS Semester 1 Grades - 2019	
Total Grades	Percentage
A-7477	50%
B-4147	28%
C-2023	14%
D-813	5%
F-400	3%

Table #24: FHS Semester 1 Grades - 2021	
Total Grades	Percentage
A-7991	53%
B-3502	23%
C-1767	12%
D-905	6%
F-977	8%

The table above indicates that while the D and F rates increased, when looking at the overall percentages, the total number of A’s also increased.

Graduation Rates

FHS continues to graduate students at a high rate – between 96-98% each year. This is higher than the district which graduates between 87-90% each year as well as the county and state graduation levels of 78-82% and 80-84% respectively.

Table #25: 12 th grade Enrollment and Graduation				
	2016-2017	2017-18	2018-19	2019-20

Folsom High School ACS WASC/CDE Self-Study Report

School	Grade 12 Enrollment	Graduates	Grade 12 Enrollment	Graduates	Grade 12 Enrollment	Graduates	Grade 12 Enrollment	Graduates
Folsom High	518	509	551	530	529	514	603	583
District Total	1,446	1,322	1,523	1,380	1,528	1,379	1,626	1,481
County Total	8,872	15,248	19,055	15,441	18,859	15,472	19,028	15,924
State Total	493,795	408,124	504,073	418,205	494,337	417,496	491,389	414,193

The number of dropouts at FHS continues to remain well below less than 1% of the total population. While the dropout rate is extremely low, a number of FHS students move to alternative settings at some point of their high school career in order to regain credits and get back on track for graduation.

Table #26: Number of Dropouts by Grade Level

Year	Grade 9 Dropouts	Grade 9 Enrolled	Grade 10 Dropouts	Grade 10 Enrolled	Grade 11 Dropouts	Grade 11 Enrolled	Grade 12 Dropouts	Grade 12 Enrolled
2014-15	0	611	0	554	0	528	0	486
2015-16	0	623	0	619	0	547	0	511
2016-17	0	678	0	618	0	588	0	535
2017-18	NA	651	NA	654	NA	558	NA	563
2018-19	NA	662	NA	647	NA	611	NA	552
2019-20	NA	655	NA	657	NA	628	NA	608

Table# 27: Post-Enrollment Data

Year	High School Completers	College Going Rate	California Community College
14-15	388	83.3%	52%
15-16	408	84%	51%
16-17	514	83.5%	43%

17-18	533	84%	46%
18-19			

The number of students going to college has remained steady during the data collection period at 83-84%, though the number attending a California Community College has decreased from 52% in 2014-2015 to 46% in 2017-2018. Data is not currently available to determine the impact of the California Promise Program, which offers free community college to California high school graduates.

DEMOGRAPHIC DATA

FHS has experienced healthy enrollment trends within the past seven years. Overall enrollment has increased by 9% since the 2014-2015 school year. In 2014-2015, student enrollment was 2,179; currently, starting the 2021-2022 school year, the enrollment is 2,709. Each incoming class since 2014-2015 has grown almost 10% from the previous year.

FHS student ethnicity has continued to diversify. In the 2014-2015 school year, white students represented 63% of the student population. Currently (August 2021), white students represent 48% of our student population. The increase in diversity is a result of a growing Asian, Hispanic/Latino and “Two or More Race” populations. Currently, the Asian student population makes up 26% of the current school population, compared with 16% during the 2014-2015 school year. The Hispanic/Latino population makes up 14%, compared with 11% in 2014-2015.

Socioeconomic Disadvantage (SED)

The school’s Free and Reduced lunch rate, an indicator of poverty, was last reported at 18%, a steady increase from 12% during the 2014-2015 school year. Students and families are encouraged to apply for the federal Free and Reduced Lunch Program to ensure they are eligible for other resources throughout the school year, such as testing waivers for college admissions tests, and college application waivers. Applications are available through Food Services, or can be found on the FCUSD website.

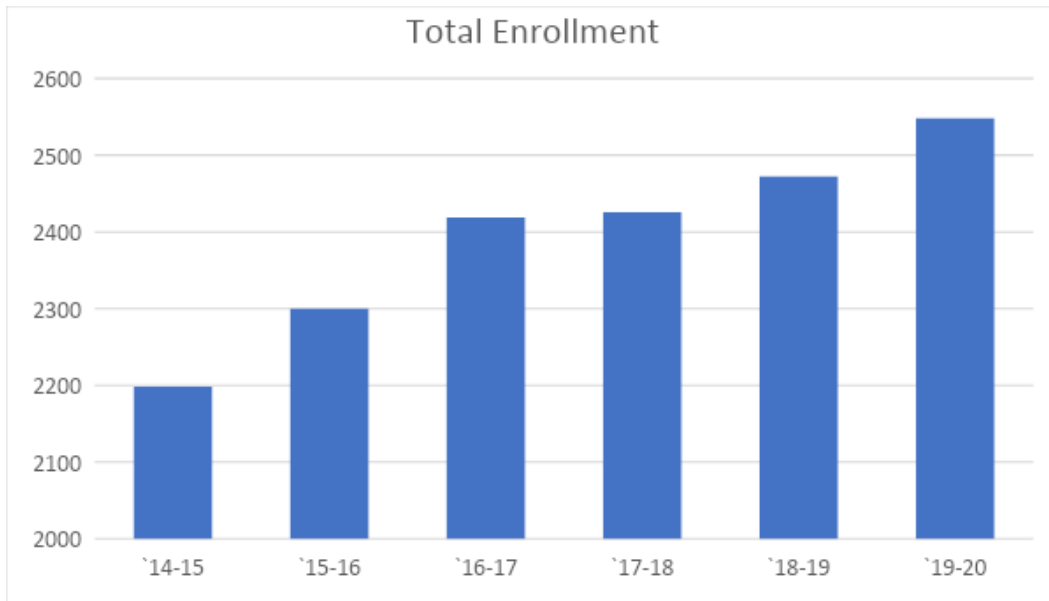
Status of School

Folsom High School continues to rank highly compared to schools of similar demographics throughout the state, and annually appears in Newsweek and US News and World Report top schools in the nation. We are not currently a Title I school, nor have we been identified as a Program Improvement school. The following data fairly reflects the current status of FHS, including our growing subgroup population of Hispanic students, and the need to refine services offered to special education students, made apparent by the last group not meeting standards on the last round of statewide assessments. Though we are a high performing school, and consistently meet overall growth targets, our data indicates areas for improvement.

Enrollment

Table #28: Number of Students Enrolled

Year	9	10	11	12	Total
14-15	615	563	529	491	2198
15-16	623	619	547	511	2300
16-17	678	618	588	535	2419
17-18	651	654	558	563	2426
18-19	662	647	611	552	2472
19-20	655	657	628	608	2548



FHS currently operates near capacity as students continue to select FHS for its outstanding and varied programs. Historically, FHS neared 2,800 students in 06-07, just prior to Vista Del Lago High School’s opening in the fall of 2007. Recent growth in the area has increased FHS enrollment to over 2500 students in 19-20, making the school bigger than prior to Vista Del Lago’s opening.

Table #29: Number of Students Enrolled by Gender								
Year	9 th		10 th		11 th		12 th	
	Female	Male	Female	Male	Female	Male	Female	Male
14-15	281	334	284	279	236	293	226	265
15-16	289	334	280	339	275	272	234	277
16-17	329	349	286	332	264	334	274	261
17-18	325	326	319	335	250	308	261	302
18-19	350	312	313	334	303	308	245	307
19-20	318	337	352	305	300	328	310	298

FHS’s enrollment numbers remain relatively balanced between males and females, with slightly more males in the freshman and junior class, and more females in the sophomore and senior classes.

Table #30: Number of Students Enrolled by Ethnicity								
Year	African-American	American Indian/Alaska Native	Asian	Filipino	Hispanic / Latino	Pacific Islander	White not Hispanic	Multiple / No Response
14-15	65	14	345	64	239	7	1364	81
15-16	70	11	358	80	275	4	1406	96
16-17	84	7	376	76	314	6	1448	108
17-18	69	8	421	76	342	5	1384	121
18-19	86	9	462	75	334	7	1356	143
19-20	69	7	542	76	355	12	1323	164

While FHS students are predominately white, the Hispanic/Latino and Asian populations continue to grow while all other subgroups have remained consistent in numbers.

Table #31: Primary Languages											
Year	Englis h	Spani sh	Punja bi	Cantone se	Manda rin	Far si	Kore an	Russi an	Vietnam ese	Oth er	Total
14-15	2127	19	3	0	3	7	2	1	3	14	2179
15-16	2261	14	1	0	3	9	0	1	1	10	2300
16-17	2373	16	0	2	2	8	0	0	0	18	2419
17-18	2375	21	2	0	1	3	0	2	1	21	2426
18-19	2423	17	2	0	2	6	0	1	1	20	2472
19-20	2476	24	1	0	3	8	1	3	3	29	2548

Other than English, FHS does not have one predominant primary language. A small population of students identify Spanish or some other language as their primary language, but no one language is statistically significant. Other languages spoken by our students include the following: Punjabi, Mandarin, Farsi, Korean, Russian, Vietnamese, and Polish.

Special Education

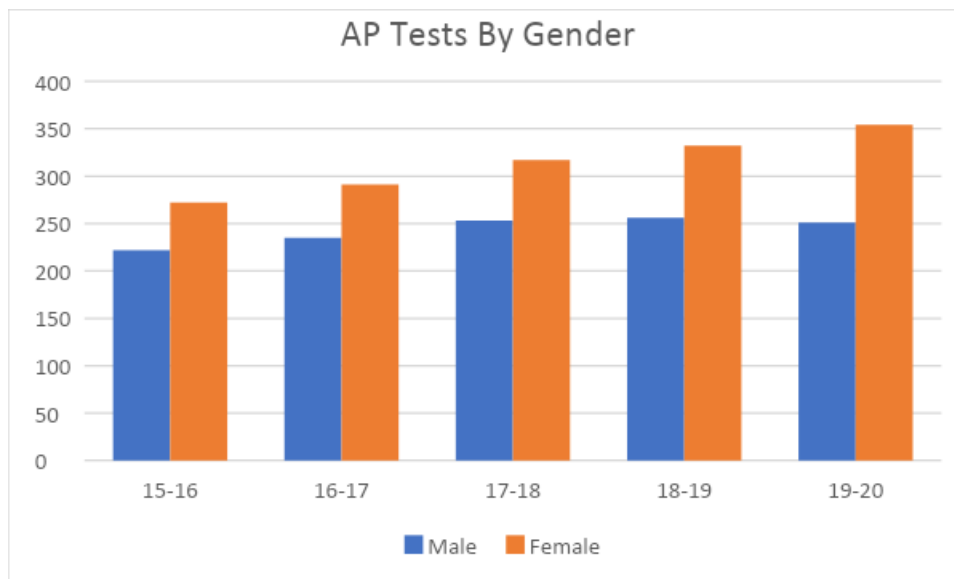
The Special Education program currently supports 233 students with active IEPs and consists of a wide variety of support levels with a focus on encouraging the least restrictive environment for each student. We currently have 1.5 school psychologists, 1.0 SLP's, 6.0 mild/moderate teachers, 2.0 teachers supporting the counseling enriched program, and 4.0 moderate/severe teachers. Each case manager supports approximately 28 students. Between mild/moderate special education teachers and instructional aids, the department actively supports over 100 different classes. Moderate/severe special education teachers support students in 16 content area classes. Special education teachers co-teach, push-in, and teach sheltered classes. Since 2014-2015, the number of identified special education students has steadily increased.

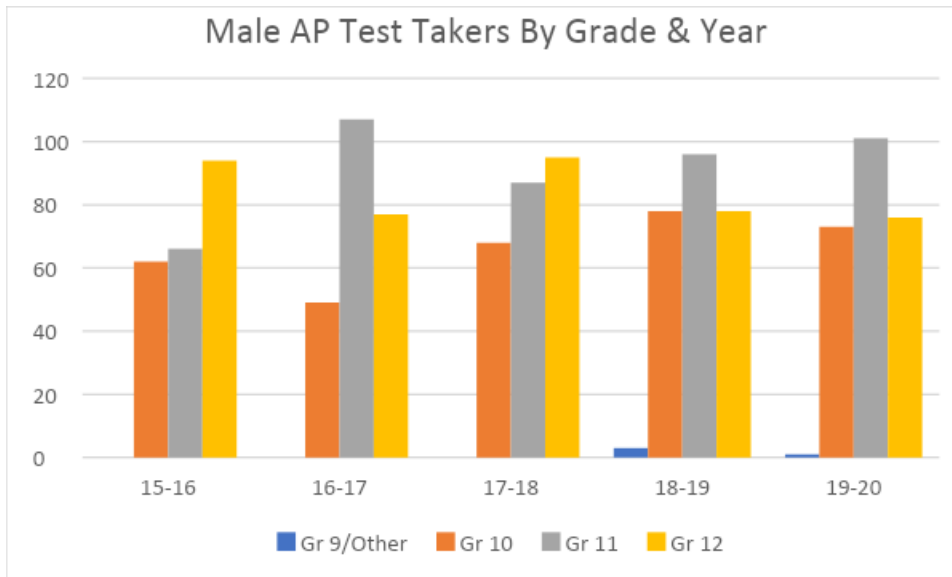
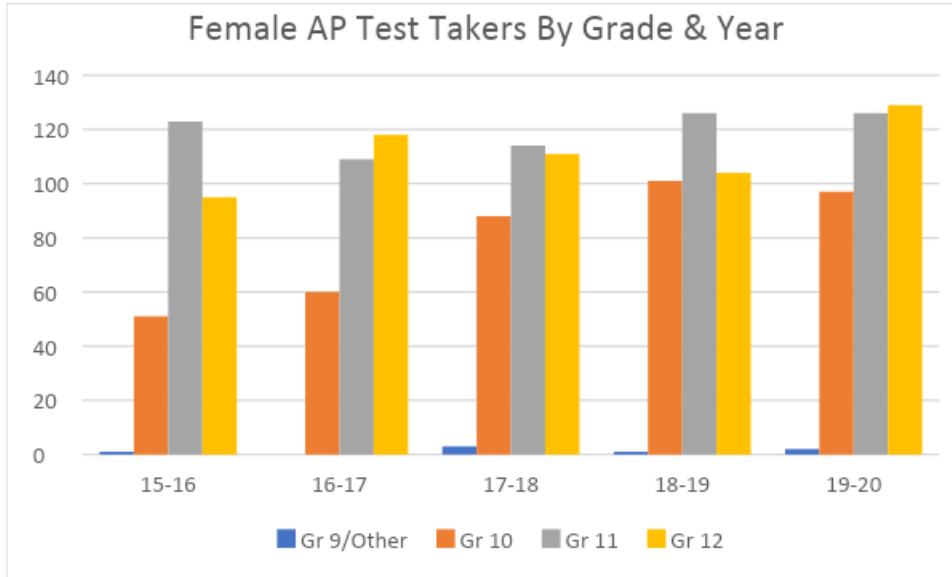
Table #32: Number of Special Education Students	
14-15	187
15-16	213
16-17	213
17-18	217
18-19	223
19-20	234

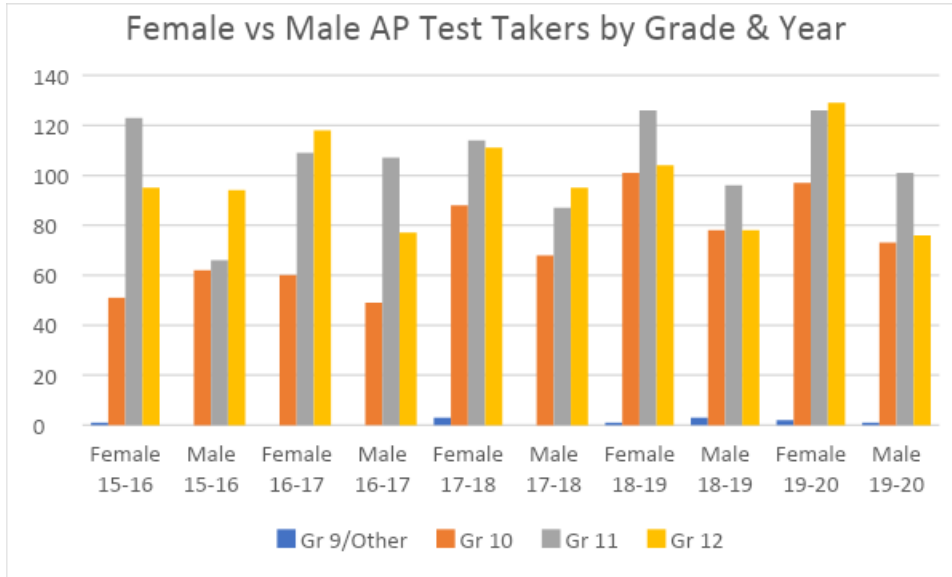
AP Course Enrollment

	2016	2017	2018	2019	2020
American Indian	0%	0%	0%	0%	0%
Asian	39%	40%	41%	46%	51%
Black	1%	1%	1%	1%	1%
Hispanic or Latino	11%	11%	10%	11%	9%
Native Hawaiian or Pacific Islander	1%	0%	0%	0%	0%
White including Middle Eastern	39%	37%	37%	30%	28%
Other	0%	0%	0%	0%	0%
Two or More Races; Non-Hispanic	5%	6%	8%	8%	7%
No Response	3%	4%	4%	5%	4%

The above chart illustrates the ethnic diversity of FHS Advanced Placement courses. While FHS has a significant number of students taking AP courses, there is still a wide disparity between various ethnic groups. For example, the number of Asian students in AP courses has steadily increased, while other student groups, such as our Hispanic/Latino groups have decreased.



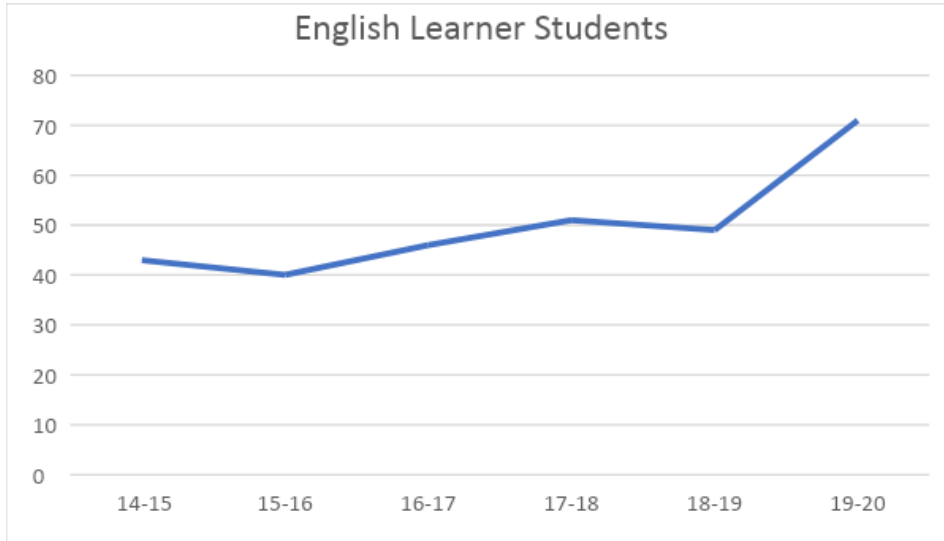




Overall, more females than males tend to take AP exams across all grade levels. The number of students who take AP exams increases over grade levels, which is consistent with increased access to AP courses as students advance through high school.

Language Proficiency Data

	14-15	15-16	16-17	17-18	18-19	19-20
Total English Language Learners	43	40	46	51	49	71



While the numbers of EL students remained steady for several years, there was a sharp increase in EL identified students in the 2019-2020 school year. There are currently 71 identified EL students, indicating further diversification of the FHS student body.

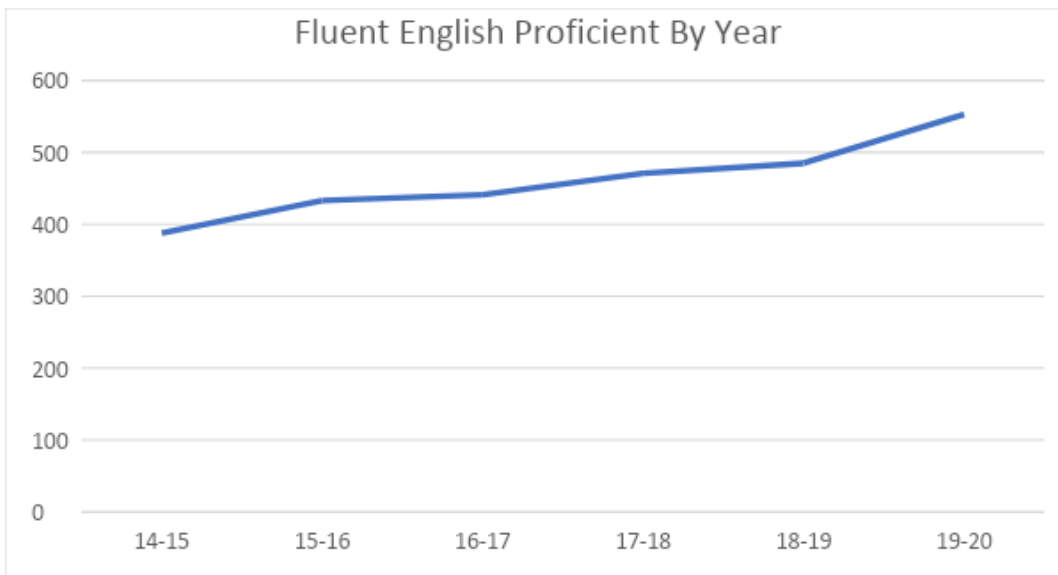


Table #35: English Language Acquisition Status						
	14-15	15-16	16-17	17-18	18-19	19-20
Total Fluent English Language Learners	388	433	441	471	485	553

FHS currently has 553 Fluent English Proficient students who speak any of twenty-five different languages. FHS has seen an increase in FEP students from 388 in 2014-2015 to over 550 in 2019-2020. This reflects FHS’s diversity shift in their student body. Spanish is the most spoken language by our EL population at 33.8%. Languages like Punjabi, Tagalog, and Farsi are all growing in numbers. Determining FEP status by enrollment year is not possible because I-FEP students are not designated by enrollment year.

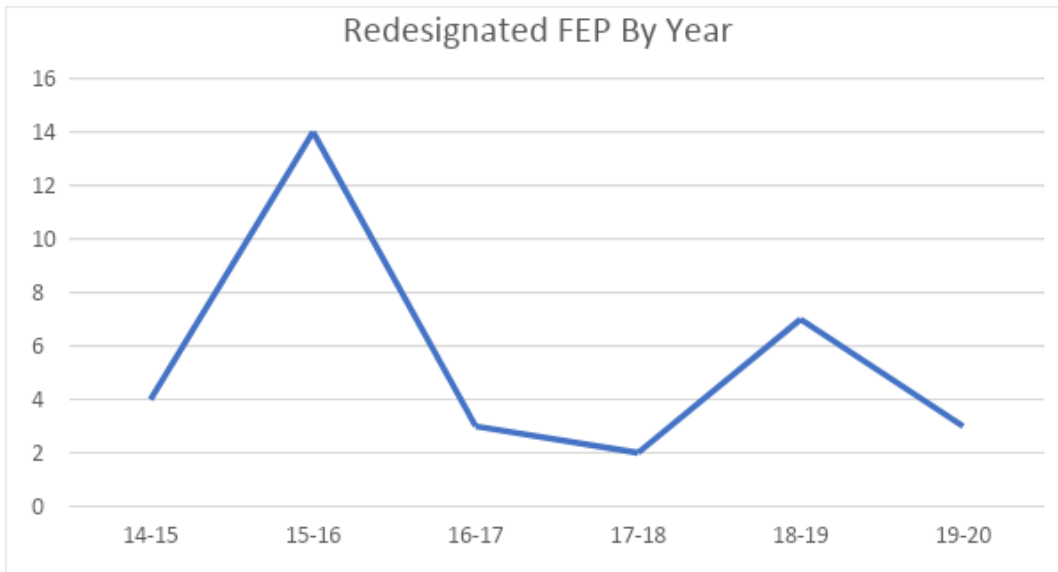


Table #36: English Language Acquisition Status						
	14-15	15-16	16-17	17-18	18-19	19-20
Total Redesignated FEP	4	14	3	2	7	3

FHS currently has 3 reclassified Fluent English Proficient students, a small number that reflects our general population of predominantly English speakers as their first language.

Attendance Data

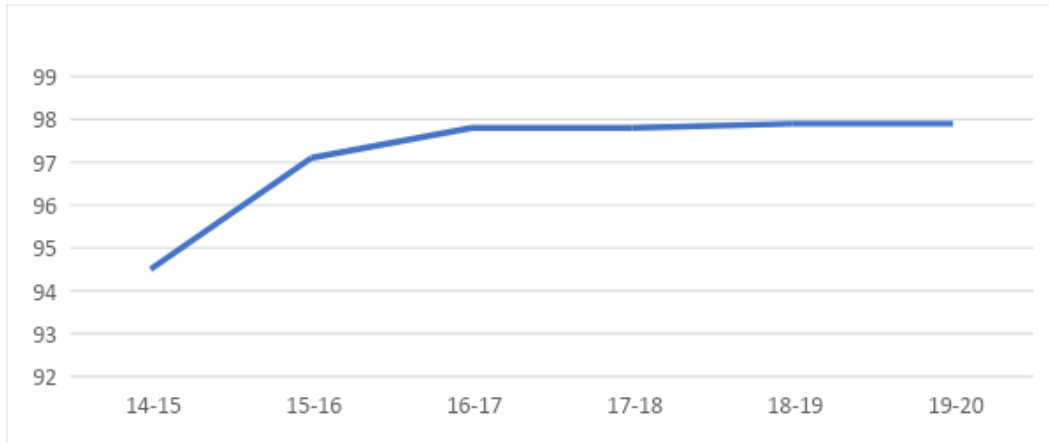
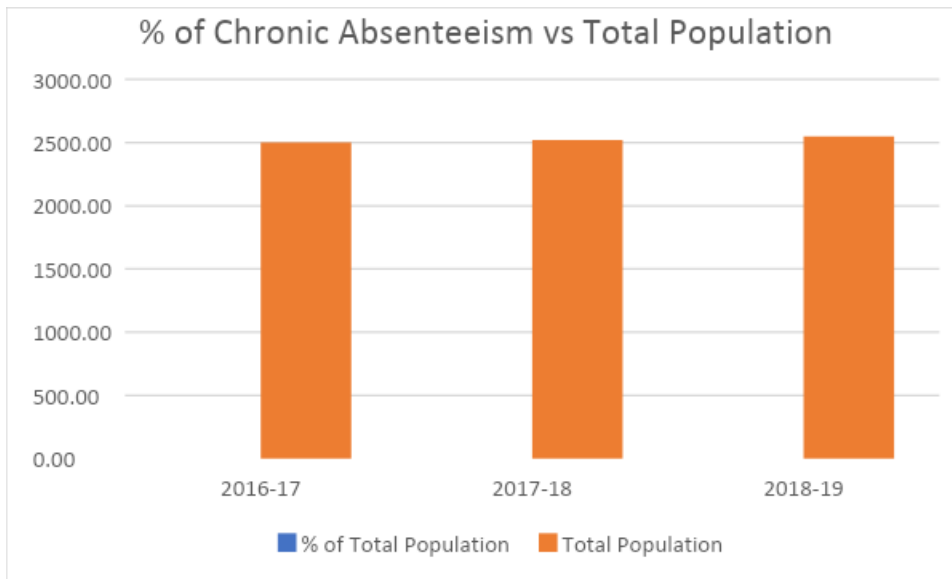
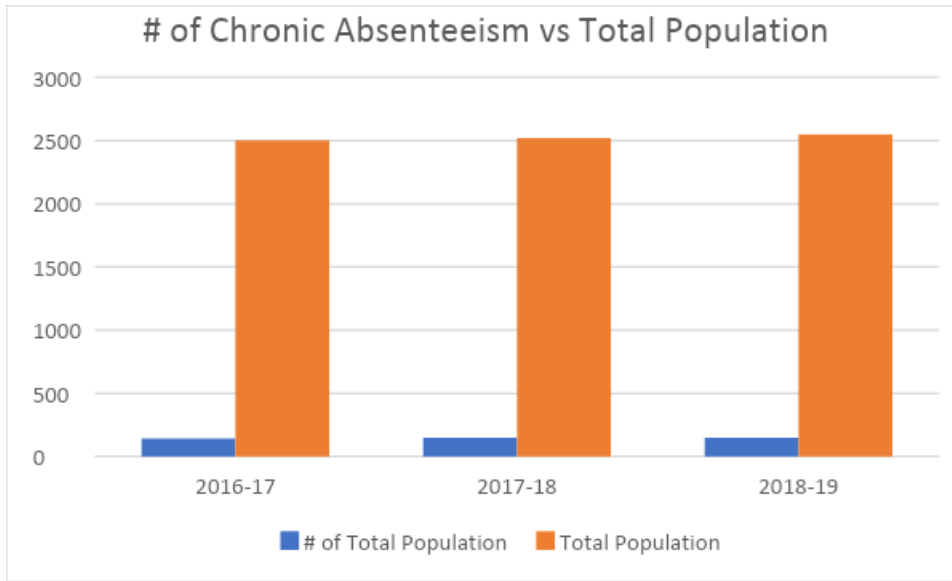


Table #37: Overall ADA Rates	
School Year	ADA Rate
14-15	94.5%
15-16	97.1%
16-17	97.8%
17-18	97.8%
18-19	97.9%
19-20	97.9%

FHS’s average daily rate of attendance, though always high, has increased steadily over the past five years and is now holding steady at over 97%. In 2019, FCUSD adopted the Attention to Attendance (A2A) attendance management program. The program sends letters for truancy and tracks attendance conferences with parents. In 2019, FHS saw a 69% reduction in truancy rates for students who engaged in a family attendance conference.

Table #38: Chronic Absenteeism Rate by Grade Span				
	16-17	17-18	18-19	19-20
% of Total Population	0.06	0.06	0.06	N/A
# of Total Population	143	150	149	N/A
Total Population	2500	2519	2547	N/A



Discipline Data

While overall suspensions and expulsions remain relatively low, there is an inexplicable jump in suspensions and expulsions for the 2017-2018 and 2018-2019 school years. In 2019-2020, there was a marked decrease in overall suspensions.

Table #39: Suspension Rates					
	15-16	16-17	17-18	18-19	19-20

Folsom High School ACS WASC/CDE Self-Study Report

Total Population Total as a percent of population	73	76	123	106	68
	2300	2419	2426	2472	2548
	3%	3%	4.90%	4.20%	2.60%

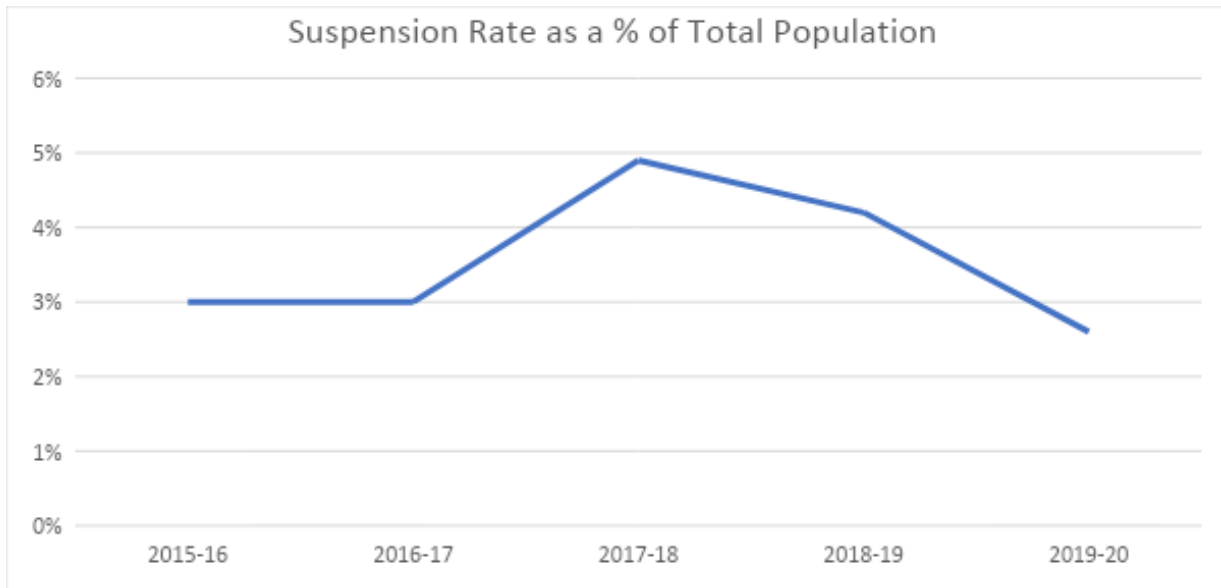
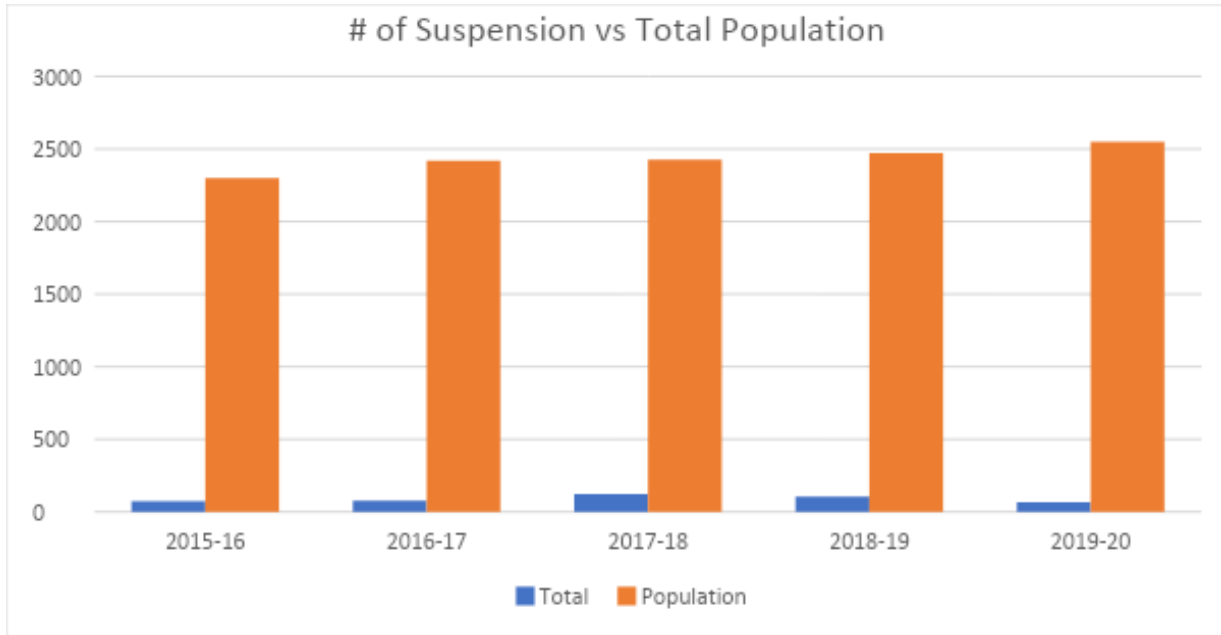
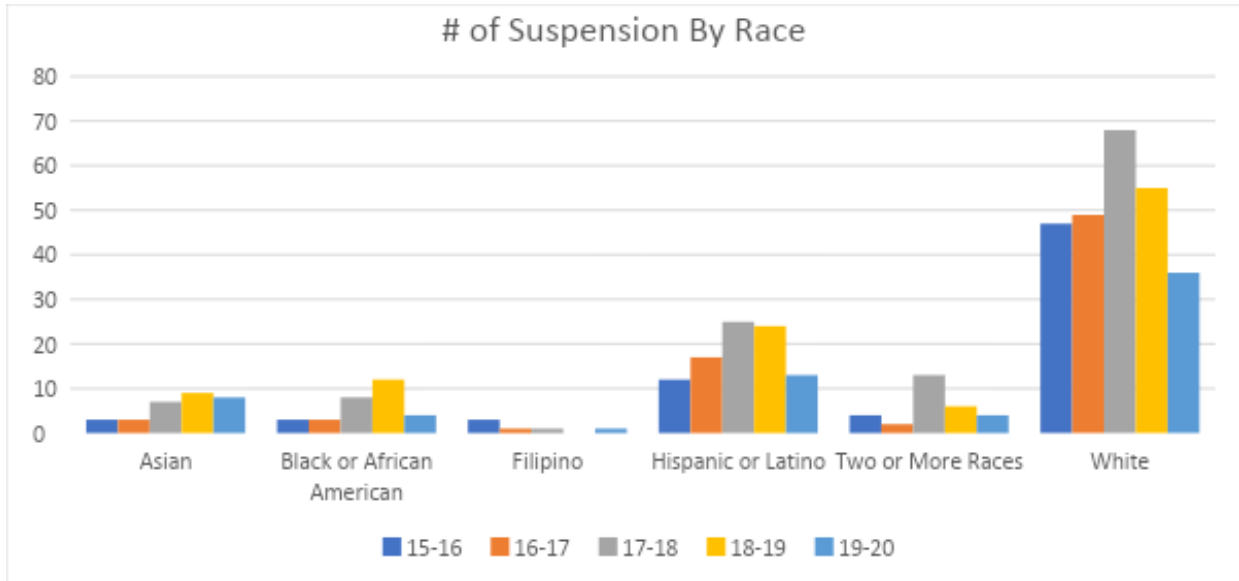


Table #40: Number Suspension Rate by Race/Ethnicity

	15-16	16-17	17-18	18-19	19-20
American Indian or Alaska Native	0	Redacted	Redacted	Redacted	Redacted
Asian	3	3	7	9	8
Black or African American	3	3	8	12	4
Filipino	3	1	1	0	1
Hispanic or Latino	12	17	25	24	13
Native Hawaiian or Pacific Islander	Redacted	Redacted	Redacted	Redacted	1
None Reported	Redacted	Redacted	Redacted	Redacted	Redacted
Two or More Races	4	2	13	6	4
White	47	49	68	55	36



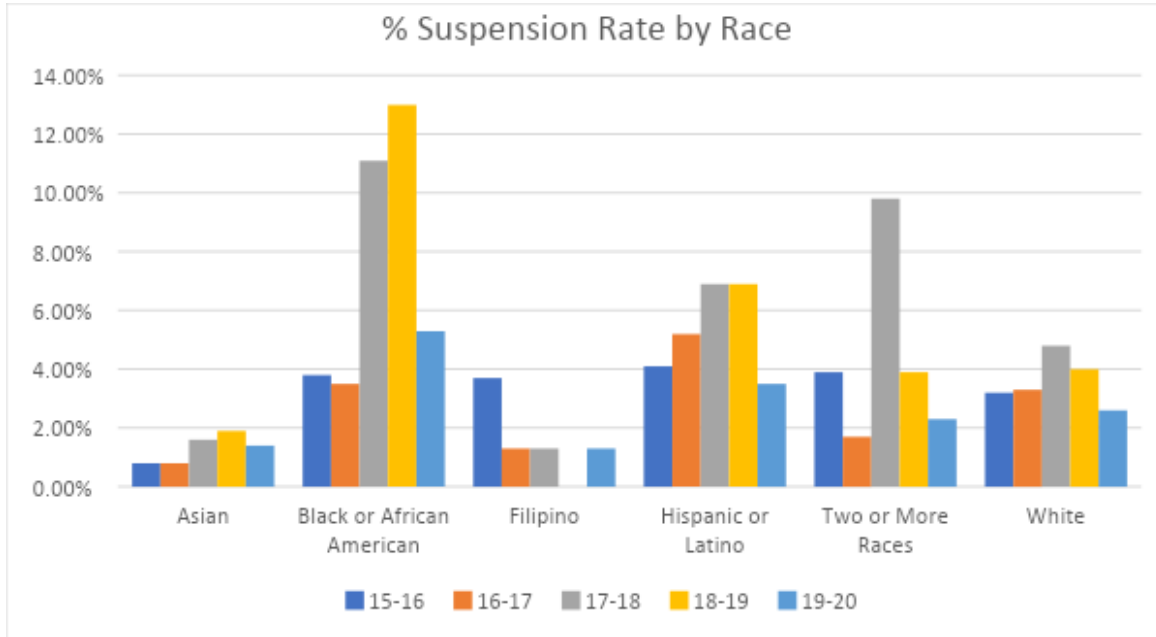


Table #41: Percentage Suspension Rate by Race/Ethnicity

	15-16	16-17	17-18	18-19	19-20
American Indian or Alaska Native	0%	Redacted	Redacted	Redacted	Redacted
Asian	0.80%	0.80%	1.60%	1.90%	1.40%
Black or African American	3.80%	3.50%	11.10%	13%	5.30%
Filipino	3.70%	1.30%	1.30%	0%	1.30%
Hispanic or Latino	4.10%	5.20%	6.90%	6.90%	3.50%
Native Hawaiian or Pacific Islander	Redacted	Redacted	Redacted	Redacted	8.30%
None Reported	Redacted	Redacted	Redacted	Redacted	Redacted
Two or More Races	3.90%	1.70%	9.80%	3.90%	2.30%
White	3.20%	3.30%	4.80%	4%	2.60%

Suspensions of Hispanic and African American students outpace those of white students, but the disparity is not great. Like the overall discipline data, there was an increase in the 2017-2018 and 2018-2019 school years, with a marked decrease for all ethnicities again in 2019-2020.

Table #42: Suspension Rates - Socioeconomically Disadvantaged Students

	15-16	16-17	17-18	18-19	19-20
Percentage	4.30%	6.50%	11.90%	8.10%	4.50%
Number of Students	17	26	60	37	23

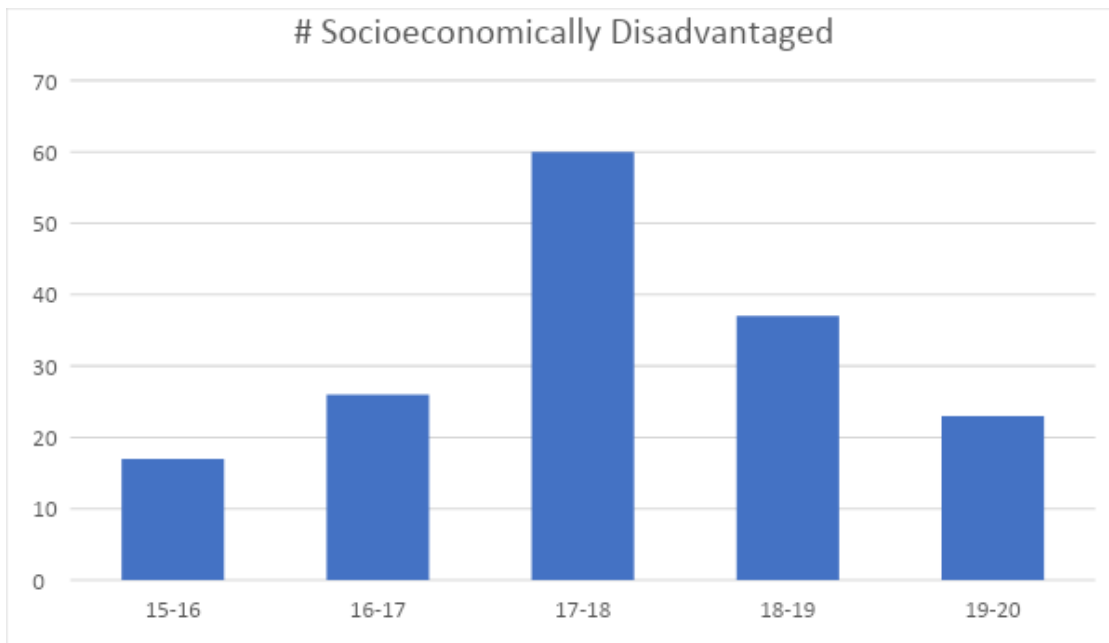
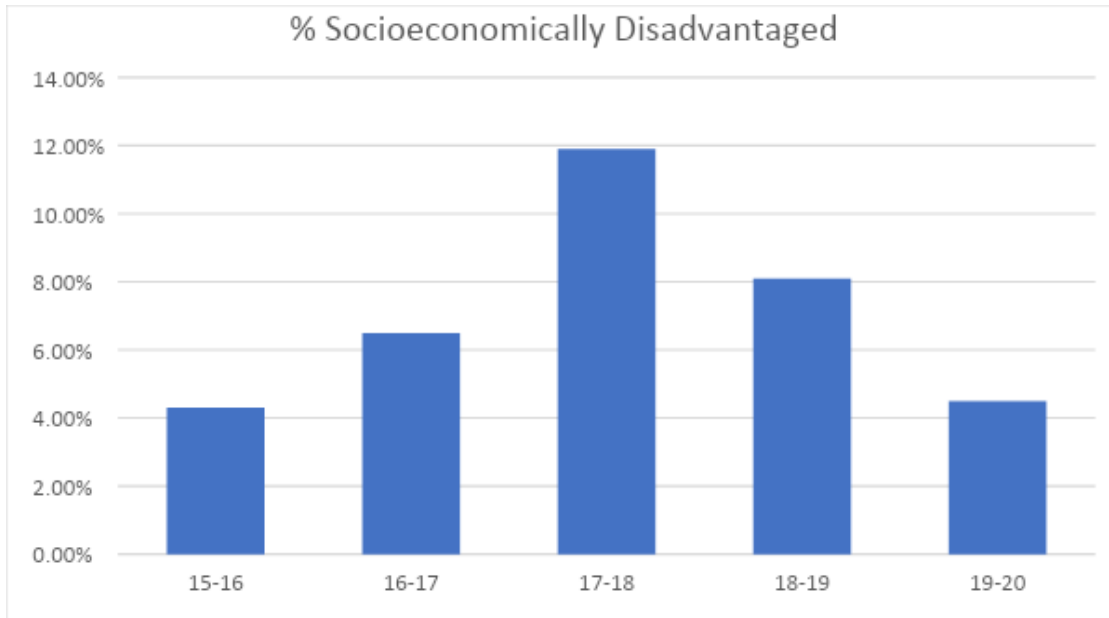
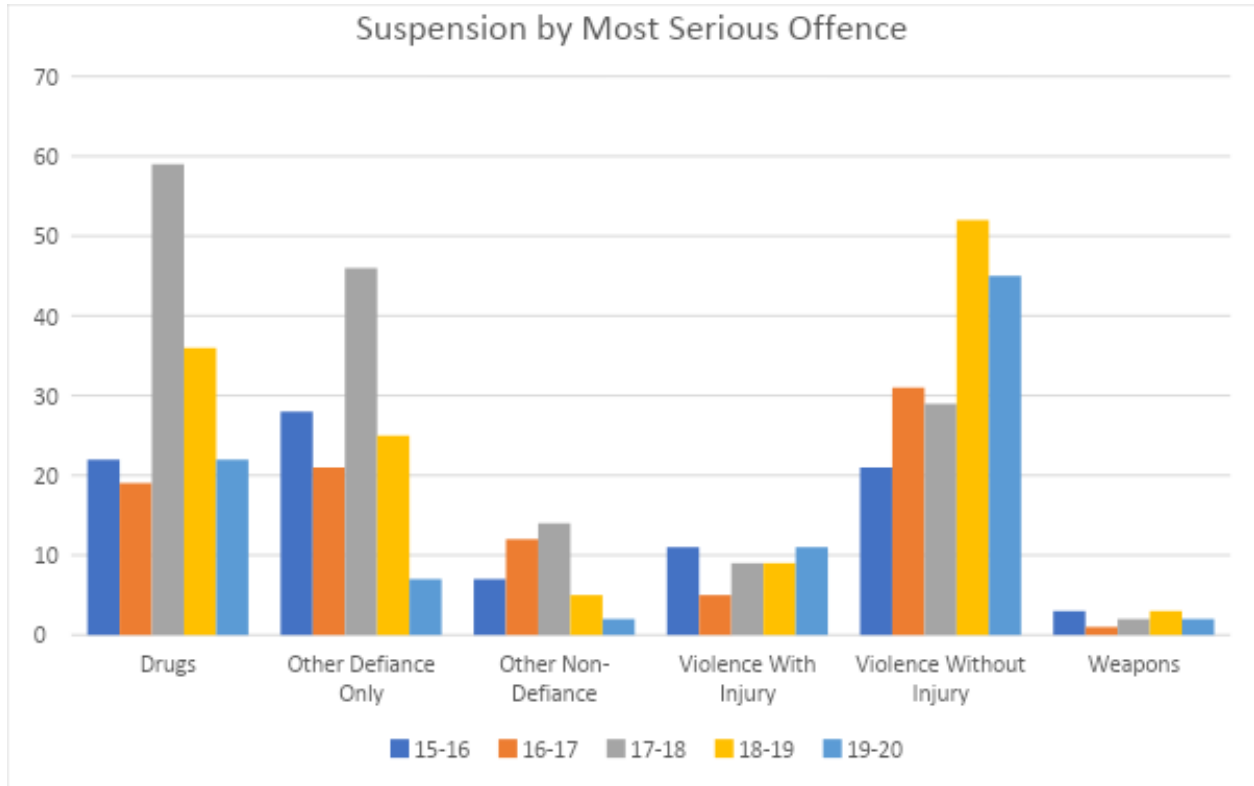


Table #43: Suspensions by Most Serious Offence Category

	15-16	16-17	17-18	18-19	19-20
Drugs	22	19	59	36	22
Other Defiance Only	28	21	46	25	7
Other Non-Defiance	7	12	14	5	2
Violence With Injury	11	5	9	9	11
Violence Without Injury	21	31	29	52	45
Weapons	3	1	2	3	2
Total	92	89	159	130	89



Like the other discipline data, suspensions by offence decreased in every category in the 2019-2020 school year.

Table #44: Percentage Suspension Rate by Race/Ethnicity for Defiance Only

	15-16	16-17	17-18	18-19	19-20
American Indian or Alaska Native	0%	Redacted	Redacted	Redacted	Redacted
Asian	0.27%	0%	0.47%	0.42%	0.36%
Black or African American	1.27%	0%	5.56%	5.43%	1.32%
Filipino	2.47%	0%	0%	0%	0%
Hispanic or Latino	0.68%	0.61%	1.66%	2.30%	0%
Native Hawaiian or Pacific Islander	Redacted	Redacted	Redacted	Redacted	0%
None Reported	Redacted	Redacted	Redacted	Redacted	Redacted
Two or More Races	0.98%	0%	2.26%	0.66%	0%
White	0.89%	1.14%	1.68%	0.50%	0.29%

Table #45: Number Suspension Rate by Race/Ethnicity for Defiance Only

	15-16	16-17	17-18	18-19	19-20
American Indian or Alaska Native	0	Redacted	Redacted	Redacted	Redacted
Asian	1	0	2	2	2
Black or African American	1	0	4	5	1
Filipino	2	0	0	0	0
Hispanic or Latino	2	2	6	8	0
Native Hawaiian or Pacific Islander	Redacted	Redacted	Redacted	Redacted	0
None Reported	Redacted	Redacted	Redacted	Redacted	Redacted
Two or More Races	1	0	3	1	0
White	13	17	24	7	4

Table #46: Expulsion Rate

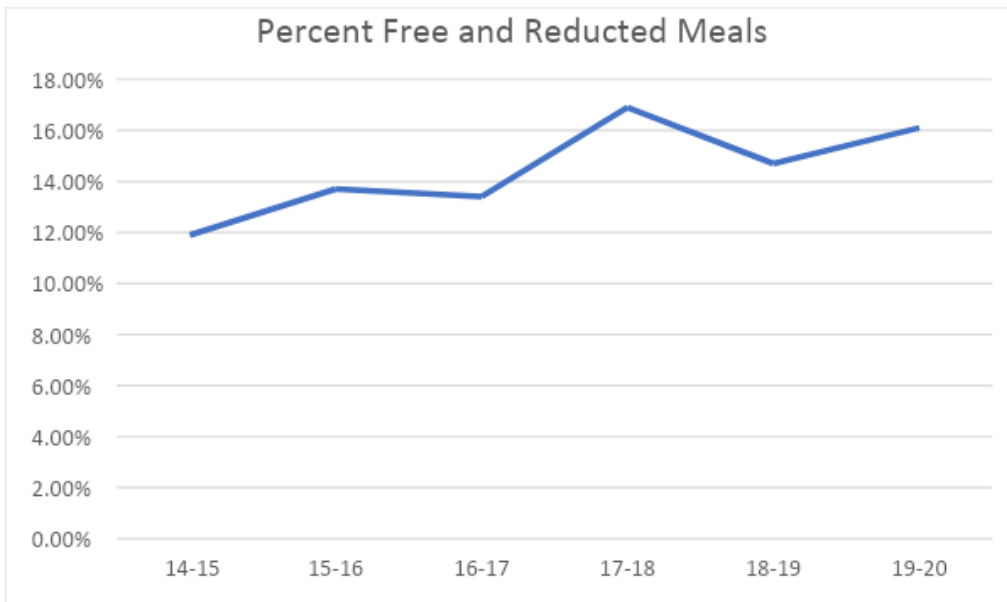
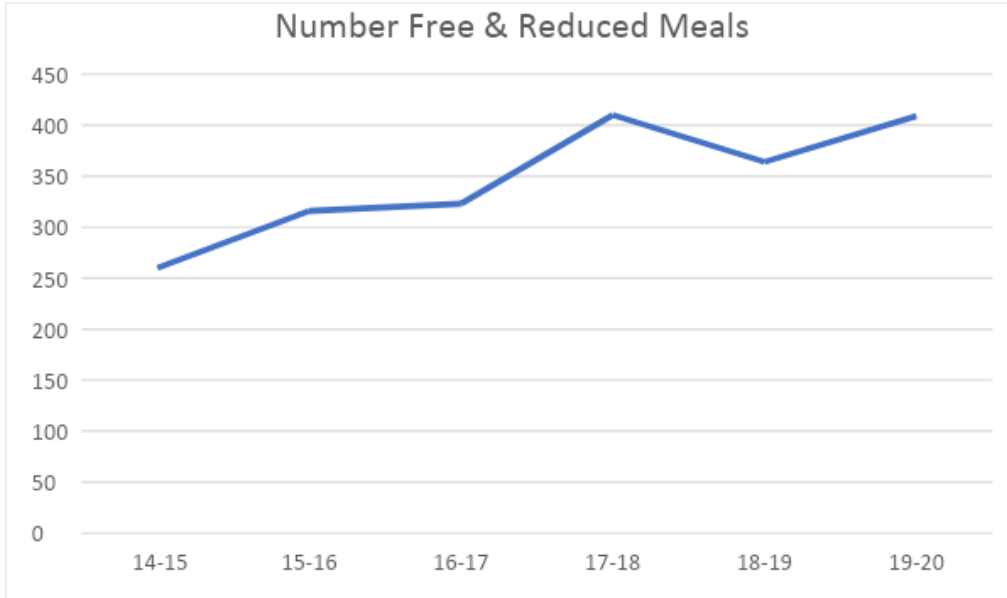
	15-16	16-17	17-18	18-19	19-20
Percent	0%	0%	0.30%	0.30%	0
Number	0	1	7	8	0

It is important to note that while the data indicates a decrease in the number of suspensions for the 2019-2020 school year, this was also the year of COVID-19 school shutdowns.

Socioeconomic Status

As FHS has seen a steady increase in student population since 2007-2008, the number of students receiving Free/Reduced Lunch has also increased yearly. The percentage of the student enrollment that is eligible has grown from 11.9% to 16.1%. FCUSD introduced “School Choice” in 2009. This economic trend is expected to continue as FHS attracts an increasing number of students from Rancho Cordova, a city that is much more economically diverse than Folsom.

Table #47: Free and Reduced Meals		
Year	Number	Percent
14-15	260	11.90%
15-16	316	13.70%
16-17	323	13.40%
17-18	410	16.90%
18-19	364	14.70%
19-20	409	16.10%

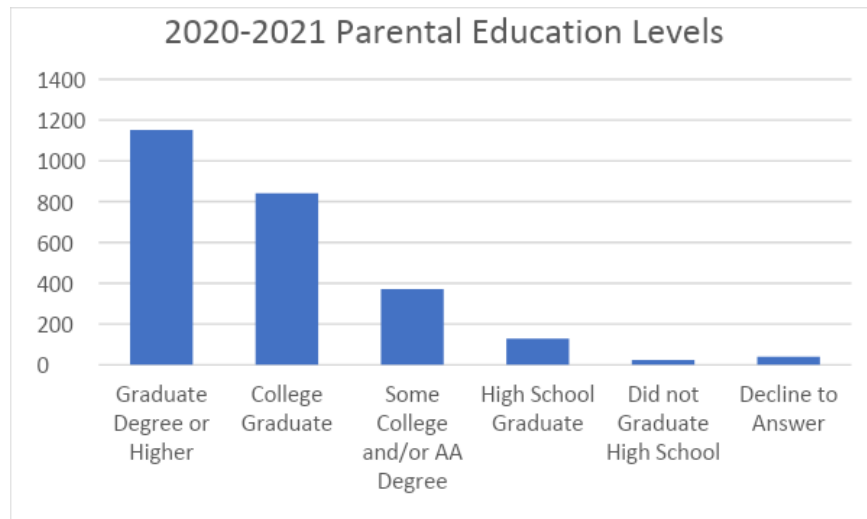


Parent Education Levels

From the last WASC self-study, a majority of the FHS parent community have a college degree (32.9%), followed by those with a graduate school or a postgraduate degree (45.1%). When including responses with at least some college or an AA degree, over 90% of our parent group is college educated to some degree. This data supports the high level of education within our parent community.

Table #48: Parent Education	
Graduate Degree or	1152

Higher	
College Graduate	842
Some College and/or AA Degree	371
High School Graduate	129
Did not Graduate High School	24
Decline to Answer	39
Total	2557



Description of the safety conditions, cleanliness, and adequacy of school facilities

FHS’s sixty-five acre campus is maintained by a daytime custodial staff consisting of one head custodian and 2.5 grounds/building custodians, and an evening staff of six custodians. All restroom facilities and food preparation/service/dining areas are cleaned daily. Classrooms have garbage emptied daily with an alternating schedule for heavier cleaning, such as sweeping and mopping as well as buffing and waxing the floor. Common interior areas (i.e. computer labs, staff lounges, etc.) are cleaned twice weekly. During the 2019-2020, cleaning procedures were greatly altered to maintain facilities based on ongoing CDC requirements and COVID-19 protocols. With the return to full time learning, building maintenance and cleaning more closely resembles a traditional schedule. Grounds are maintained by a site crew who perform landscape care and field maintenance.

FHS is able to effectively house students and staff with the current number of classrooms on site, when including our portables. In the 2019-2020 school year, 6 teachers were housed in the portables. In addition to classrooms, FHS is able to adequately provide students and staff with work areas, performing arts work and performance spaces, science laboratories,

computer labs, audio-visual recording space and a complete library/media center. In 2019-2020, FHS also opened their \$12 million CTE building, which houses the engineering, manufacturing, and physics labs.

Safety and security are maintained by administration, three Campus Safety Specialists, a School Resource Officer (SRO) and through the concerted efforts of all certificated and classified staff. Major points of access and egress are monitored by personnel and surveillance cameras. In 2019, the security camera system was upgraded to a system that includes 34 cameras to monitor the campus and grounds. Student movement and activities during the lunch period are supervised by security and administrative staff.

PERCEPTION DATA

The community perception data is completed using the California Healthy Kids Survey in conjunction with the Challenge Success student survey. Overall the data is positive, though the impact of the COVID-19 shutdown can be seen in responses for the latest student survey in Spring 2021.

Some highlights from the 2018-2019 data:

- 96% of students felt they had several things to be grateful for
- 88% of 11th graders reported feeling that there was an adult on campus that cared about them
- 95% of 11th graders reported that there was an adult who pushes them to do their best
- 82% of 11th graders were happy to be at FHS
- 88% of parents indicated that FHS promotes academic success for all students
- 84% of parents indicated that FHS provided a learning environment that was supportive and inviting
- 87% of parents indicated that FHS provides high quality education
- 87% of parents indicated that FHS treats all students with respect

Potential areas of growth, based on survey results include:

- 44% of parents indicated that FHS does not offer instructional materials that reflected their child's culture, with an additional 37% answering "I don't know"
- 53% of parents indicated that there were not adequate supports for their students SEL needs, with an additional 33% answering "I don't know"
- 78% of 11th graders and 66% of 9th graders indicated feeling down or sad
- 40% of staff indicated a lack of adequate training for paraprofessionals
- 36% of staff indicated a lack of culturally relevant teaching materials
- 45% of 11th graders indicated they do not try hard on their school work because they are disinterested



2021 WASC Self Study: Chapter Three FINDINGS

Chapter III: Self-Study Findings

CATEGORY A: ORGANIZATION

VISION AND PURPOSE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.1-3*

Findings	Supporting Evidence
<p>A1.1. Vision– Mission– Schoolwide Learner Outcomes– Profile</p> <p>Folsom High strives to be an institution of inclusion in which success for <i>all</i> students is the main goal. Inclusion through the various learning opportunities, clubs, and extracurricular activities are accessible to all participating students.</p> <p>Students are expected to achieve high standards as established per each learning department. Standards are established as well as communicated to students between each curricular PLC (Professional Learning Community) throughout the school year.</p> <p>The development of the school's vision and mission statement focuses on our commitment to increase academic, social and</p>	<p>PRIDE Posters/shirts Challenge Success</p> <p>Variety of Clubs</p> <p>GPS General Program Overview Global Perspective Studies Program Pathway Classes</p> <p>Teacher Agenda /</p>

<p>emotional success in our students. Our students also have the opportunity to participate in a Global Perspective Studies program (GPS). GPS is a self-electing program, and any student who wishes may choose to commit to the program. This inclusive program was designed to develop more globally engaged and educated graduates. GPS curriculum focuses on global issues within our local community.</p> <p>By looking at our school data in terms of the success of our expectations, and comparing the results to the expectations our staff and parents have for our students, we feel that we have adequately addressed our community in forming our mission and vision statement.</p> <p>A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes</p> <p>After reflecting on our current mission and vision statement, stakeholders revised them to include “balance” in our school mission statement, in order to foster healthy habits from our students. These changes came from an evolving culture as well as being faced with a pandemic and distance learning. FHS Administration creates opportunities for our staff to provide input to revision of the school mission and vision. Stakeholders worked to simplify the vision and mission statement for all to comprehend over a period of several months via Google Form surveys among all staff and students, refinement among division leads, and ongoing discussions. This process is detailed and ongoing, a cycle which allows Folsom to remain a dynamic and exemplary learning community.</p> <p>Additionally, teachers implement the use of learner outcomes within agendas/daily class discussion. PLC’s (Professional Learning Community) review formative assessments and adjust instruction accordingly.</p> <p>A1.3 Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP</p> <p>In order to effectively communicate with parents and other stakeholders, we use several methods of communication: frequent whole school announcements from the principal express messages of support and inspiration that are correlated to the School Learning Outcomes. Friday videos are posted on</p>	<p>Whiteboard notes</p> <p>Return data from PLCs</p> <p>PLC Meeting Minutes</p> <p>- “I signed up for <i>FIVE</i> AP classes.”</p> <p>Challenge Success Time Time Budgets used by counselors and students</p> <p>Surveys went out to all students about their habits. The staff analyzed the data to address the term “balance” in and out of the classroom.</p> <p>School Profile</p> <p>National, State, International educational issues, trends and data</p>
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<p>YouTube and shared with students. We strive to support students who are academic achievers and live balanced, healthy lives. Included in these messages is the familiar saying, “It’s a great day to be a bulldog” and students can repeat a common phrase if simply prompted with “And as always...”</p> <p>In addition to this communication, bulletins are also broadcast live daily to third period classes through our Video Production course in which students are provided pertinent information about the school. In distance learning these videos were also created and sent out to students via a YouTube link. These bulletin announcements are also posted on the school’s website so that parents and community members may also have access to them.</p> <p>As part of our culture, we want to ensure that students and parents understand student workloads when choosing pathways and registering for courses each spring in order for schedules to reflect ambitious, yet realistic and healthy expectations. We encourage students to balance their competitive nature with predicted success.</p> <p>Some additional programs on campus also serve to continue teaching and informing our student body about the mission, vision and SLOs. These include but are not limited to: Freshman orientation, the dog walk, kick-off student mentors, student clubs that focus on building interpersonal relationships, elevating school spirit and involvement in community service activities.</p> <p>Many organizations, such as athletics, music, theatre, football, basketball, baseball, PTSA, and GPS utilize social media platforms to reach their target audiences.</p> <p>A good percentage of teachers use the district-provided School Wires website to post class syllabus, homework assignments, projects, calendars, examples of student work, and other relevant materials. We are currently working with our district to revitalize our school website.</p> <p>A1. Prompt: <i>Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.1-3</i></p> <p>Stakeholders at FHS took it upon themselves to re-examine our mission and vision statement to see if improvements were needed.</p>	<p>Stakeholder List</p> <p>Google Form on Mission/Vision/SLO revision</p> <p>SLOs and Mission Statement posted in classrooms</p> <p>Bulletins Video Bulletins</p> <p>Challenge Success Time Budget : Staff has reported hours of study outside the classroom that would be needed outside the classroom.</p> <p>Facebook and Twitter</p> <p>FHS website including individual department and</p>
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<p>After examining the strengths and weaknesses, the school and stakeholders decided to revise our mission and vision statements to include personal balance and an emotionally supportive culture in addition to academic excellence. Staff felt strongly that a social-emotional component needed to be embedded, especially coming out of the pandemic as many of our students faced academic hardships in the face of distance learning challenges and personal hardships. FHS also strived to create statements to target all students using a vernacular that is inclusive.</p> <p>The process of close examination of our own vision and practices, coupled with an analysis of the vision and mission statements of several of the area high schools, served to produce our current mission and vision statement. This process is detailed and ongoing, a cycle which allows Folsom to remain a dynamic and exemplary learning community. Despite this process, we feel it is vital to continue to share our vision and mission statements on all forms of communication with all stakeholders.</p>	<p>teacher sites</p> <p>Single Plan for Student Achievement</p> <p>LCAP goals</p> <p>Division leader minutes</p> <p>Department minutes</p>
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority’s role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A2.1 Understanding the Role of the Governing Board and District Administration</p> <p>FHS and the general public have access to board agendas and minutes. The dates of board meetings are on school site electronic/web calendars. District, staff, and a parent group have a Facebook account created to disseminate information. The board regularly meets every two weeks, and sometimes schedules Special Board Meetings if the need arises, as it had this year due to distance learning. Board bulletin information is easily available on the district website. School administrators receive board agendas and policy changes through regular emails from the board’s administrative assistant. Additionally, the district communication director produces a weekly newsletter highlighting district and board news.</p> <p>There is a high level of communication from our administration regarding board decisions. Additionally, elected members are now elected within their district instead of at-large elections.</p> <p>A2.2 Relationship between Governing Board and School</p> <p>The Governing Board and district goals align with the</p>	<p>FCUSD Website</p> <p>District and Admin emails and newsletters as well as PTSA newsletter.</p> <p>Student News</p> <p>Outdoor electronic marquee to disseminate or convey information to those near the Student Government room.</p>

goals of FHS. The school board is invited to and attends various events at FHS.

One area that Folsom High staff would like to see change is how to effectively communicate with board members after decisions have been made so teachers can help with the implementation process and follow through. This has been critical as we have transitioned from distance learning to an in-person hybrid schedule in the spring of 2021.

A2.3 Uniform Complaint Procedures

The [process is available](#) by visiting the district website and following links to board policies to file complaints. These procedures outline how to file Williams complaints, Uniform complaints, and General complaints.

The process by which parents are able to lodge complaints is being utilized and parents have not expressed confusion. District administration directs on-site complaints to the site administrator for them to address, which can then be passed up the chain of command if necessary. The school’s complaint process is also delineated in the PAWSPORT and on the school website.

A2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

The role of the governing board in implementing our SLOs does not necessarily hinder or help us. The vision of the district does impact FHS in determining what our academic focus might be, and has also been essential in helping us to develop our approach to meeting Common Core State Standards and how those will be implemented in classrooms, but we do not feel that they have been instrumental in helping us to implement curriculum in order to better address the needs of our students. The support of the governing board primarily involves financial decisions, which is also tied to the district LCAP.

The direction of the school is primarily determined at the school level through the WASC and SPSA processes. A list of prioritized growth areas for continuous school

[District Form available on district website.](#)
[Complaints regarding instructional materials](#)

PAWSPORT

SLOs

<p>improvement is available from our last WASC report. Site staff and teachers are aware of the goals from our last visit and have been incorporating growth targets into our classroom, school culture and procedures.</p>	
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A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based and Collaborative: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school’s schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A3.1 Broad-Based and Collaborative</p> <p>The effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents, and business community is high. It has several aspects. For the stakeholders involved, including the staff and students, we have a School Site Council.</p> <p>In addition, for students we have a Student Senate, wherein each PAWS class elects a student representative who meets monthly with the Student Council to address student concerns, needs, and interests. This student senator then reports back to his or her PAWS class to foster discussion and class involvement in campus needs.</p> <p>The school collects data through iReady, Illuminate and course assessments. Using these</p>	<p>School Site Council Minutes</p> <p>Student Senate Agenda and Minutes</p> <p>iReady tests</p>

<p>data, PLC teams develop strategies to improve learning outcomes and adjust instruction accordingly. PLCs meet multiple times a month to assess needs and analyze data on common assessments. With this data the PLC can respond to student needs and highlight instructional strategies that are working for students.</p>	<p>Formative assessments in classes. Neuroteach on the value of formative assessments</p>
<p>A3.2 School Action Plan/SPSA Correlated to Student Learning</p>	
<p>FHS consistently analyzes student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards. The implementation of the above vision encompasses all aspects of our operations. At Folsom High School, the principal functions as the manager, leader, and supervisor of the school and conveys district and school level information to the appropriate audience, ensuring the corresponding compliance. As lead member of the school leadership team, the principal communicates information to the team, at an administrative, teacher, whole staff, and student interaction level.</p>	<p>SLOs- Student Learner Outcomes</p> <p>Department level and course level work/tasks/projects</p> <p>Division leads and admins meet twice a month and discuss items relevant to improvement for staff and students.</p> <p>Single Plan for Student Achievement (SPSA)</p>
<p>Department Division Leads and Administration create school wide action plans that align with district LCAP goals.</p>	
<p>A3.3 Collective Accountability to Support Learning</p>	
<p>The school leadership team gathers input from their departments and uses it to make informed decisions. The leadership team shares agreed upon input and PLC's work on self-reflection and actions for accountability. The school also has a quarterly School Site Council (Student Senate) that involves students, staff, and parents.</p>	<p>Division leaders take input from departments, sharing information and taking feedback</p> <p>Administration meets with Site Council (including parent, students, staff representatives) for feedback</p>
<p>A3.4 Internal Communication and Planning</p>	
<p>Internal communications take various forms.</p>	<p>Bulldog bulletin is a bi-weekly newsletter</p>

<p>Within the larger stakeholder community, information is shared with parents via a bi-weekly emailed newsletter called the Bulldog bulletin as well as critical information and alerts sent via BlackBoard. This newsletter includes information on the school and highlights BlackBoard messages to parents (safety, healthy habits, planning).</p>	<p>to the school community (parents and stakeholders) Student Senate Agenda and Minutes</p>
<p>Within the staff community information is shared via emails and staff meetings. Information is also shared from Division Leads to department members. Information is shared with students, and administration receives feedback from the Student Senate. Small communication is managed within the department and PLC through meetings (most Fridays during common planning time) and via email and Jabber instant messages. PLC communications center on curriculum, testing data, learning targets and pacing. PLC meetings give staff members an opportunity to share, revise, improve, and collaborate regarding curriculum, testing, pacing, and learning targets.</p>	<p>All-staff emails Department meeting agendas/minutes Jabber and email PLC Minutes</p>
<p>A3. Prompt: <i>Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.</i></p>	
<p>The effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents, and business community is high. Through leadership meetings, Student Senate and multiple avenues to communicate with all stakeholders we feel that decisions are made in a collaborative fashion and that they support our LCAP goals and SLOs.</p>	
<p>At times few stakeholders have expressed some level of frustration to communicate decisions to all interested parties. Many times this lack of communication is due to the end user not understanding where to find the information, or ignoring emails or other forms of communication sent out by administration and teachers. This</p>	

communication can improve with reminders and reiteration of goals and decisions.	
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A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A4.1 Qualifications and Preparation of Staff</p> <p>In general, the majority of departments concur that teachers across departments are highly-qualified, (educated professionals with the appropriate degrees and credentials pertaining to their subject matter) and doing an excellent job with the delivery of their instruction.</p> <p>Instructional Associates are permitted to apply without sufficient demonstration of competence, and site administration has to act as Human Resources technologist to try to keep staff positions full. Multiple situations have occurred with system failure to support special needs students and teachers due to lack of access to timely training and support. Instructors have IAs assigned who cannot competently understand and support ninth-12th grade subjects.</p> <p>A4.2 Professional Development and Learning</p>	<p>2018-2019, 65% of teachers had at least a bachelor's degree, 33% had at least a Master's, and 3% held a Doctorate</p> <p>BTSA</p> <p>New teachers have more formal evaluations than experienced teachers - 4 per year for two years.</p>

Folsom High School does all it can to promote student success within the constraints and demands of district edicts. Typically, whole-district professional development is presented with multiple sessions or options that allow staff members to select relevant training. As is typical, there does not seem to be adequate time for staff development. FHS utilizes early release Fridays to allow professional development, collaboration, or meeting time from 1:30 to 3:00 each Friday. This 1 ½ hour period is designated for a rotation of division meetings, division collaboration, staff meetings, and professional development.

During distance learning, teachers were offered training on Mondays on technology components offered by FCUSD. Topics included items such as returning to a hybrid model and operating cameras as well as technology tools such as Pear Deck and EdPuzzle. Folsom High School administration also created a Google Classroom with a variety of resources for teachers to access, including how-to videos to prepare for distance learning.

The FCUSD funds four full days without students for district wide professional development. District professional development is most often delivered as modules by teacher leaders. Staff signs up for modules relevant to their needs via Go Sign Me Up – the district’s accountability program.

Concern with decisions such as mandating elimination of Earth Science class and requiring students to take Chemistry or Physics to graduate when many are not 4-year college bound. We recommend adding a Physics class that is real world based and not dependent on sophisticated math that is too difficult for the majority of 10th grade students to perform. District specifications for the level of math required for successful completion of physics is a disconnect in that students with concurrent Integrated Math 1 enrollment cannot perform required math to complete science activities.

A4.3 Measurable Effect of Professional Development on Student Learning

The school uses Professional Learning Communities (P.L.C’s) at least twice per month to measure the effect of professional development on student learning. Student data, including

District Professional Development offerings

Early release Friday bell schedule

Meeting minutes

District offerings via GoSignMeUp

Google Classroom

PLC meeting agendas and minutes are recorded by the leader and shared with

<p>performance on common assessments, are analyzed in order to provide data-driven solutions to issues as they arise.</p> <p>The district provides yearly inservice as “Buy-back” days.</p> <p>Professional Development Team - Folsom High Team (2019-20)- Members representing each department are studying the effective use of PLCs (Professional Learning Communities) which help team members learn from each other in order to maximize their ability to reach students.</p> <p>The Challenge Success Team was sent to Stanford for a multi-day conference. Attendees have included various staff, counselors, students and parents. This has continued from 2018 through the distance learning time.</p> <p>Challenge Success activities have been initiated to encourage students to work toward life balance, including the activity of completing a time budget in order to apply for an AP class. All students enrolling in an Honors or AP class are asked to complete this time budget planner. This tool was shared from Stanford’s Challenge Success, but the webportal and collection was a collaboration between several of our own Computer Science students and our counseling department.</p> <p>A4.4 Supervision and Evaluation</p> <p>Staff are monitored and evaluated with all documents housed within TalentEd. New teachers are evaluated four times per year by their supervising administrator.</p> <p>A4.5 Communication and Understanding of School Policies and Procedures</p> <p>Information on policies and procedures are shared with staff during inservice days prior to the school year. Information is shared with students during early PAWS days from administration. All students get a copy of a PAWSPort, where the policies are written, so students can reflect at their convenience. School HUB has easy access for all staff to procedures and commonly used handouts. The school website is also updated frequently to reflect continuous changes throughout the year.</p>	<p>administration.</p> <p>Professional Development Team agendas</p> <p>Notes from Challenge Success Team</p> <p>TalentEd Perform Records</p> <p>SchoolHUB is a centralized location for school forms.</p> <p>FHS Communication and Professional Development Portal Google Classroom</p>
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A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

FCUSD and Folsom High School provide an ample amount of professional development opportunities. Training exists at the district level, but teachers are able to request additional training that is subject area specific as well. Teachers are extremely well qualified and pursue individual professional development as needed to learn what they need to be effective. Furthermore, between the Professional Development Team at FHS as well as the Challenge Success Team, there has been increasing support and focus around providing life-balance practices for students, so they can lead healthy, balanced lives.

As previously stated, there is concern among staff in regard to Instructional Assistant (I.A.'s) qualifications and ensuring that adequate support is received for students with special needs. Lack of Instructional Aids and flexibility among special needs instructors' schedules, has forced as many as 12 special needs students to be placed in 1 general education class, lacking proper support. Also, instructional associate staff do not have sufficient training to be fully effective at their work assignments. We feel that support staff could use more training.

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school schoolwide action plan/SPSA, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A5.1. Resource Allocation Decision</p> <p>The school leadership is very transparent about the decisions related to resource allocation. Division leads report that they are provided the site wide budget allocations annually when considering apportionment. Student Leadership can provide a monthly student budget for Student Accounts. Administration meets with the Site Council (including teachers, staff, parents, and students) to share the budgeting process and decisions.</p> <p>A5.2. Practices</p> <p>The School Site Council reviews the budget with administration and stakeholder groups. Budgets are reviewed annually by Division Leaders.</p> <p>A5.3. Facilities Conducive to Learning</p> <p>The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and</p>	<p>Budgets</p> <p>Site Council minutes Budgets</p> <p>School facilities</p>

accomplish the vision, mission statement, and schoolwide learner outcomes. In expanding College and Career Readiness, Measure G and state-matching grants supported construction of a new building conducive to CTE classes (Computer Science, Engineering, and Advanced Manufacturing). Bathroom abuse by students creates ongoing issues with sewer, paper towel and soap dispensers.

Prior to the pandemic, FHS remodeled the College and Career Center off the library building as a Wellness Center housing some of our psychologist and mental health support staff. The space needs further improvements to complete the re-design and make it accessible while maintaining student confidentiality of mental health concerns.

A5.4. Instructional Materials and Equipment

PTSA provides staff through departments with a budget each year to purchase supplies to support student learning.

Lack of sufficient photocopying equipment on site can present a challenge if some are not functioning properly. However, FHS does fulfill copy orders (if requested in advance) for teaching staff per our on-campus suspension/copy coordinator.

With the onset of new Distance Learning, the district purchased a new Poly Camera for each classroom; it's advanced fish-eye lens and sensitive speaker system allows for improved communication and collaboration during the implementation of a hybrid-distance learning model.

Library printing for students has now become more streamlined and affordable for students who cannot print at home.

Some courses, such as Health, do not have textbooks. Through Folsom Cordova District each department adopts new textbooks/support curriculum on a multi-year rotation. Science is currently piloting a new adoption.

A5.5. Resources for Personnel

Guided Language Acquisition Design (GLAD) training opportunity was quickly filled when offered, and Response to Intervention (RTI) training attendance was supported by administration for division leads to provide site support for

Social Studies - Annual PTSA Funds for AP and Regular Social Studies classes.

Drop off copies

GLAD Training

improved student access to differentiated levels of support.

In 2019-20, staff were invited to participate in a professional development book study (*Neuroteach* by Whitman & Kelleher). Participating staff shared their findings and insight from the book study with their departments. At the conclusion, all staff were offered free copies of the book. Folsom Cordova USD provided all staff with a copy of the *Distance Learning Playbook* when pandemic school closure began in April 2020.

In 2020-21, staff were also invited to participate in a professional development book study. The two books of focus are *Grading Smarter Not Harder* by Myron Dueck and *Grading for Equity* by Joe Feldmen. Participating staff share their findings at both staff meetings as well as department meetings.

A5. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

The facilities at FHS are in good working order. Folsom Cordova USD provides FHS with necessary financial and facilities support to ensure high quality learning is available for all students. PTSA supplements staff with annual consumable budgets to purchase additional supplies to support teaching and student learning. New textbooks and curriculum support learning across all departments.

New classroom and support facilities need to be updated as needed to accommodate the growing student body and the addition of Folsom Lake High School to our physical campus. In the post-pandemic environment and with the renewed focus on mental health, FHS needs to expand and improve the facilities to provide mental health services.

[Neuroteach](#)
[Distance Learning Playbook](#)

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Areas

Areas of Strength

1. Taking advantage of online opportunities to collaborate.
2. Very strong sense of FHS as a highly visible, high performing organization in many areas--arts, academics & sports within our school and community.
3. Facilities to support diverse CTE programs.

Areas of Growth

1. Share out SLO and Mission in all communications.
2. Instructional Assistant (I.A.'s) qualifications and ensuring that adequate support is received for students with special needs.
3. New classroom and support facilities need to be updated as needed to accommodate the growing student body. FHS also needs to expand and improve the facilities to provide mental health services.

Preliminary major student learner needs:

1. Students, as well as all other stakeholders, need to have a vision and mission statement that is easy to understand and succinct enough to remember.
2. Special education students need to receive support from well qualified instructional assistants.
3. In order to continue to support FHS students, school facilities need to be expanded and improved to accommodate our growing population.

These needs tie into the following student learner outcomes:

Life-Long Learners:

Students will value and develop the skills necessary to support life-long learning

Critical Thinkers:

Students will develop critical thinking skills necessary for success in a competitive, global society

Analysis and next steps within the schoolwide action plan/SPSA:

With the intention of creating a vision and mission statement that fit the above description, Folsom High School developed new vision and mission statements with input from stakeholders as part of our accreditation process. It is still imperative that we communicate these with our stakeholders on a regular basis in an effort to raise awareness in what we stand for.

As seen in our data, our special education students struggle greatly on our standardized tests, especially in the area of mathematics. FHS needs to be sure that our special education students are receiving math instruction from highly qualified teachers as well as receiving additional help from highly qualified instructional aides.

FHS has recently expanded our campus to include a new CTE facility. As more growth occurs, we need to ensure that we have adequate school facilities that continue to support our growth.

CATEGORY B: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>B1.1. Current Educational Research and Thinking</p> <p>The school provides open access to honors/AP courses in almost all disciplines. AP Enrollment Policy on Page 4</p>	<p><i>Honors Courses offered:</i> English 1 and English 2 Chemistry and Physics Principles of Engineering and Civil Engineering (PLTW)</p> <p><i>AP Courses offered:</i> Social Science: European History, Human Geography, US History, US Government and Politics English: Language and Composition, Literature and Composition, Seminar Math: Statistics, Calculus A/B and B/C, Computer Science A Science: Chemistry, Biology, Physics I, Environmental Science</p>

<p>Science has adopted and aligned with New Generation Science Standards (NGSS) according to the California Science Framework 3-course model.</p> <p>Math has adopted and aligned with California Common Core Standards (CCCS).</p>	<p>World Languages: French Language, German Language, Spanish Language VAPA: Drawing, 2D Art and Design Additional electives: Psychology, Research</p> <p>Science Course Offerings: https://youtu.be/PxkhJHmnkzc</p> <p>Sample Course Outlines</p> <ul style="list-style-type: none"> ● Biology District Course Outline ● Chemistry District Course Outline ● Physics District Course Outline ● AP Environmental Science ● AP Biology ● Forensics ● Honors Chemistry ● Human Anatomy and Physiology ● AP Physics 1 <p>Math Course Offerings</p> <ul style="list-style-type: none"> ● Integrated Math 1 ● Integrated Math 1 Foundations ● Integrated Math 2 ● Integrated Math 2 Foundations ● Integrated Math 3 ● Integrated Math 3 Foundations ● Pre-Calculus ● Trigonometry ● AP Calculus AB ● AP Calculus BC ● AP Statistics ● Statistics and Problem Solving ● Advanced algebra with Financial Applications
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CTE department offers courses in a wide range of career-focused disciplines.

- Personal Business Finance

Sample Course Outlines

- [Integrated Math 3](#)
- [Trigonometry](#)
- [Integrated Math 2](#)
- [Integrated Math 1](#)

CTE Course Offerings

Sample Course Outlines

- [Engineering: Engineering Design, Honors Principles of Engineering](#)
- [Architectural Design: Honors Civil Engineering, Advanced Drafting & Architecture](#)
- [Digital Art: Digital Art1, Digital Art 2, AP Digital Art](#)
- [Video: Video Production 1, Video Production 2, Television Production](#)
- [Manufacturing & Product development: Intro to Prod. Innovation Design & Manuf., Advanced Prod. Inn. Design & Manuf.](#)
- [Systems Programming: Exploring Computer Science, Computer Game Design, Computer Science & Programming, AP Computer Science.](#)

Physical Education and Health courses are designed to provide students with the skills for a lifetime of fitness and health.

PE/Health Course Offerings

Fitness 1 Individual/Dual Sports

<p>Social Science courses are aligned with the CA Social Science Framework. Social Science courses include options for AP, Honors, electives, and Global Perspective Studies pathway.</p> <p>English courses are aligned with California Common Core Standards. English courses include options for AP, Honors, Special Education, electives, and Global Perspective Studies pathway.</p> <p>World Language courses are aligned with the World Languages Standards for California Public Schools, which was adopted in 2019. The World Language curriculum includes Levels 1-4 as well as AP in three languages: French, German and Spanish.</p> <p>Visual and Performing Arts (VAPA) courses are aligned</p>	<p><i>Fitness 2 Team Sports Advanced Conditioning Aerobics Dance Sports Specific Training Weights Yoga</i></p> <p><u><i>Fitness 1 Course Outline</i></u> <u><i>Fitness 2 Course Outline</i></u></p> <p><i>Social Science Course Offerings</i> World Cultures, GPS World Cultures, AP European History, US History, GPS US History, AP US History, Economics, US Government, Sociology, Psychology, AP Government/Economics, AP Human Geography <u><i>Sample Course Outlines</i></u></p> <p><u><i>English Course Offerings</i></u> <u><i>Guaranteed and Viable Curriculum Documents</i></u> <i>Sample Course Outlines</i> AP English Language & Composition; AP English Literature & Composition; Honors English 2, Honors English 1 - open to all students</p> <p><i>World Language Course Offerings</i> Spanish 1-4, AP German 1-4, AP French 1-4, AP <u><i>Sample Course Outlines</i></u></p> <p><u><i>VAPA Course Offerings</i></u> (p.</p>
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<p>with VAPA courses and include offerings in a range of arts-focused disciplines.</p>	<p>16-18) <u>Ceramics 1 Course Outline</u> <u>Advanced Ceramics Course Outlines</u> <u>Drawing and Painting 1 Course Expectations</u> <u>Drawing and Painting 1, 2, 3, and AP Course Expectations</u></p>
<p>SPED Our district provides students with moderate to severe disabilities Community Based Instruction opportunities, or CBI. CBI is conducted within the realm of a typical school day and involves helping students to learn how to navigate and be safe in their community. CBI instruction begins as early as 4th grade and progresses throughout high school in order to provide students with the necessary foundational skills that they will need to be successful at the district’s transition program (ACTT-Active Community Transition Training) where students spend the majority of the time not in a classroom setting, working and/or practicing other real life skills such as purchasing items with a budget and navigating their community using public transportation.</p>	
<p>B1.2. Academic and College- and Career-Readiness Standards</p>	
<p>Course offerings reflect multiple curricular choices aligned with both state of California standards and University of California A-G requirements.</p>	<p>Folsom High School Curriculum Guide A-G Compliance Statistics</p>
<p>Students may earn college or dual enrollment credit in a variety of courses approved through CSU Sacramento, Folsom Lake College, American River College, and Sierra College.</p>	<p>Accelerated College Entrance (ACE) in partnership with CSU Sacramento - # students enrolled as juniors or seniors</p> <ul style="list-style-type: none"> ● Speech and Debate 2 ● Spanish 3 and AP ● French 3 and AP ● German 3 and AP ● Humanities
<p>Senior English students in English 4 and GPS English 4 complete assignments aligned with Career and College</p>	<p>CTE (FLC, ARC, Sierra College) English 4; GPS English 4 -</p>

<p>Readiness Anchor Standards.</p> <p>Expository Reading and Writing Course (for seniors) is a course in the English department that is specifically designed for college and career readiness..</p> <p>Students in the Global Perspective Studies pathway complete elective and enrichment coursework in addition to state or A-G graduation requirements. Students in the GPS pathway have the opportunity to complete College Board’s expectations for the Advanced Placement International Diploma.</p> <p>Students in the AP Capstone program have the opportunity to complete College Board’s expectations for the AP Capstone Diploma or AP Capstone Certificate.</p> <p>B1.3 Congruence with Student Learner Outcomes and Standards</p> <p>Curriculum standards in all academic disciplines are aligned with state or national frameworks.</p> <p>Learning targets are posted in many classes and/or shared online with students through weekly calendars and in Google classroom.</p> <p>CA College and Career Readiness Anchor Standards</p> <p>Evidence in all academic disciplines shows a connection between reading, writing, speaking, listening and language standards as called for in this document. See below for specific department evidence.</p> <p>Career Technical Education (CTE) courses, by definition, directly prepare students for a range of careers.</p> <p>The math curriculum is aligned by course level in terms of learning targets and summative assessments. Curriculum is</p>	<p>Senior Project Course Outlines English 4 College and Career Project</p> <p>ERWC Course Outline Number of students enrolled</p> <p>GPS Diploma and Certificate requirements GPS Capstone Graduates: 2014-present APID requirements</p> <p>Capstone requirements Course and Pathway completion and AP Pass rate data</p> <p><i>See course outlines linked in section B1.1 above.</i></p> <p>Google Classrooms</p> <p>Some of the members of the English department keep portfolios of student writing at various levels of English; during distance learning, some teachers kept student writing samples in their Google Drives or Google Classrooms.</p> <p>CTE Model Curriculum Standards</p> <p>Applied math units in B/C</p>
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<p>designed so each academic standard is addressed throughout the course. Big Ideas has been used as a common benchmark assessment for all levels Integrated Math 1-Integrated Math 3.</p> <p>New math curriculum was adopted in 2019-2020. Time was spent aligning to state standards and learning goals were shared with students. A math intervention program is in place, with a gap in 2020-2021 due to being unfunded. Funding will resume in 2021-2022.</p> <p>English curriculum is aligned at grade level, site, and district levels in terms of learning targets and standards taught. StudySync is the common hybrid resource used at all grade levels.</p> <p>Science Curriculum follows the NGSS 3 course model and is aligned at grade level, and district levels in respect to the NGSS standards taught. APEX is used as a support resource. The labs and curriculum are designed to provide the student with the skills required for future science elective classes.</p> <p>Social Science uses the McGraw-Hill social science textbook series for World Cultures, United States History, Government, and Economics. In addition to the textbooks and supplemental Inquiry Journals, teachers utilize the district’s Impact online resources for pretesting, lesson activities, and summative assessments. Social science teachers also utilize Stanford History Educators Group and UC Davis History Project resources for student instruction.</p> <p>World Language curriculum is aligned to the new state standards. Teachers utilize learning targets in their classrooms.</p>	<p>curriculum.</p> <p>Math videos created to address each learning outcome for students to use as a resource</p> <p>Integrated Math 1 Course option pathways</p> <p>Integrated Math 2 Course option pathways</p> <p>Integrated Math 3 Course option pathways</p> <p>PreCalculus Course option pathways</p> <p>District level English adoption of StudySync; District ELA GaVC documents Guaranteed & Viable Curriculum aligned for grades 6-12 English course outlines</p> <p>APEX is used as a support resource. Tracking of the number of FHS graduates that pursue Science and Engineering majors</p> <p>Social Science: McGraw Hill textbook adoption for World Cultures, US History, Economics and Government (2018); Economics based digital resources for curricular support.</p> <p>World Language state standards adopted 2020</p>
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Carnegie Learning, an online system that compliments the textbook, is also utilized. This website allows instructors to assign additional work to students who may need extra practice.

Visual and Performing Arts students meet state and national standards for visual arts by creating a physical portfolio that demonstrates their understanding of composition, elements of art, and principles of design. Students demonstrate their growth and understanding through oral and written critiques. Students demonstrate their technical and creative skills each fall and spring, with public art shows revealing what they have learned and made. Through written statements, students demonstrate their ability to relate artworks to historical movements, contemporary themes, as well as personal themes that are relevant and meaningful to them.

Through the creation of Ceramics (clay) works of art students develop perceptual skills and arts vocabulary, analyze art elements and principles of design, and write or speak about their own work of art or the art of others. They also create works of art, communicate through art, and develop personal style. They learn to understand the role of ceramics in historical cultures as well as prepare an art portfolio that demonstrates breadth, depth, and purpose.

Health and Physical Education The goal of the Health and Physical Education Department at Folsom High School is to create life-long learners while providing many avenues for students to live active and healthy lifestyles. Students will pursue active and healthy lifestyles by incorporating balance between daily academic and physical rigor. Students will be demonstrating basic skills, describing game strategies, and participating in moderate to vigorous physical activities during their units of instruction.

B1.4 Integration Among Disciplines

CTE Courses offer a range of interdisciplinary courses aligned with academic and career-readiness standards.

Vertical alignment exists within academic disciplines (ex.

[Visual and Performing Arts Content Standards](#)

PE students work towards passing 5 out of the 6 components of the fitnessgram. 83% of students did this in the 2018-19 school year.

Intro/Advanced Product Innovation/Manufacturing class

Exploring computer sciences, Computer App, Computer

<p>World Language, English 1-4)</p> <p>Global Perspective is an integrated pathway including core and elective courses from multiple disciplines including English, Social Studies, World Languages, Science, and more.</p> <p>AP Capstone (Seminar and Research) is an interdisciplinary pathway focusing on cross-curricular academic skills. In both courses, students complete projects focusing on a variety of academic disciplines.</p>	<p>science and programming CTE Pathway document.</p> <p>Humanities - Academic Decathlon</p> <p>GPS Pathway Presentation for incoming students</p> <p>AP Capstone QUEST framework AP Capstone: Overview</p> <p>2015 - Environmental Science + German STEM conference in Germany</p> <p>English: Guaranteed and Viable Curriculum</p>
<p>B1.5 Community Resources and Articulation and Follow-up Studies</p> <p>Several community organizations and employers in Folsom work with our students personally and provide financial support for programs and students.</p> <p>Some disciplines align vertically with feeder middle schools. This is true of content areas such as World Language and math.</p> <p>PC Pals is a program that has Intel volunteers who work with students before school in select subjects, generally math.</p> <p>CTE programs follow the pathway completer students after high school to see whether they pursue a career or further education in that pathway. CTE programs presented to 8th</p>	<p>Leadership Conference Senior Survey - Individual programs (GPS, arts, etc) articulate with feeder schools</p> <p>CTE programs presented to 8th grade students prior to registration to continue the pathway started in middle school</p> <p>PC Pals Intel math tutors</p> <p>Rotary grants to support curriculum</p>

<p>grade students prior to registration to continue the pathway started in Middle School.</p> <p>iSMART - Sacramento County District Attorney presents to all 10th grade Social Science classes on Cyber Safety and Cyber Crimes.</p> <p>Financial Algebra community experts come to speak to students on relevant topics.</p> <p>Yearly Perkins & CTEIG reports to the state and federal government.</p> <p>B1. Prompt: <i>Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.</i></p> <p>Folsom High School offers a wide array of classes to meet the curricular needs of all students. Courses are aligned to current content standards for each discipline and vertically aligned as relevant (English, Math and World Languages). FHS also offers a variety of courses that are dual credit in addition to offering pathways such as VAPA, CTE, GPS and the AP Capstone diploma. Additionally, FHS offers many college and career readiness opportunities and has expanded college and career opportunities in the CTE department. While Folsom HS has and utilizes an array of connections with the community, we would like to further extend our resources (from industry as well as colleges/universities) to expand student understanding and learning. FHS would also like to develop an effective way to continue to track students and their post high school success.</p>	<p>Rotary club speech contest PTSA funding</p> <p>Local scholarships - Rotary, Kikkoman, SAFE Credit Union (Aca Deca)</p> <p>Veterans of Foreign Wars speech contests</p> <p>Yearly Perkins & CTEIG reports to the state and federal government</p> <p>iSMART - Sacramento County District Attorney presents to all 10th grade Social Science classes on Cyber Safety and Cyber Crimes.</p>
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B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>B2.1. Variety of Programs — Full Range of Choices</p> <p>All students have a full range of college prep and CTE options available, including:</p> <ul style="list-style-type: none"> ● Career Technical Education pathways (CTE) ● Visual and Performing Arts opportunities (VAPA) ● Multiple levels of math, including electives ● Multiple levels of science, including electives ● A range of English Language Arts options ● Three different World Languages ● Global Perspective Studies diploma path ● AP options across multiple disciplines <p>CTE and VAPA courses are open to Special Education students.</p> <p>Special Ed and Regular Ed teachers in Math and English work together in PLC's to provide access to all students.</p> <p>Students have the opportunity to earn honor cords from completing pathways in a discipline or multiple disciplines.</p>	<p>List of academic courses</p>

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences

Global Perspective Studies (GPS) provides students with real world experiences focused on current issues, both local and global. GPS is open to all students.

Engineering challenge, soap box derby, Stem Expo, cardboard boat Regatta, Various internships, (Intel, SMUD, Power school, UC Davis. Mini Libraries

Rotary leadership conference includes juniors who are interested in leadership roles. This is a community related event where students learn about business and leadership. This is a day conference where students learn interview skills and resume building skills.

Student Television production participation in the [Sacramento Educational Cable Consortium's Sacramento Educational Video Awards](#) and in creating content in conjunction with community partners such as [Sacramento Municipal Utility District](#) and [Sacramento Regional Area Sanitation & Disposal](#).

Science students are given [real-world opportunities](#) for learning via site and county-level science fair participation, clubs, and field trips with staff support.

AP Research students work with community members as expert advisors in developing and executing research projects focusing on a variety of real-world issues.

In Digital/Hybrid Learning, students are learning real-world technology skills in every discipline, including videoconferencing, online learning platforms, etc.

VAPA students in all media (drama, music, art) perform and/or showcase their work in a variety of public settings.

GPS sample lessons from all levels, as well as sample [capstone presentation](#)
[Capstone presentation](#)
[Capstone Video](#)

Students presenting projects to community members for evaluation

[POE class projects to benefit Folsom Zoo \(not 2020-2021 though\)](#)

Collaborative experiences and opportunities through digital media and curriculum.

Google Classroom, MS Teams, StudySync, every student with a Chromebook, Zoom, PearDeck, FlipGrid, Padlet, EdPuzzle, Jamboard, Remind, Kami

Arts in Action
Art Show

<p>SPED students with disabilities, those who have an IEP, begin working on a plan to aid them in transitioning into life after high school no later than the 16th birthday. These plans support students to work on independent living skills that will aid them in living as independent life as possible. Each transition plan is included in the students' IEP and written with the student and family in order to tailor each individual plan to the student and create a plan that supports them to slowly build skills over time rather than waiting to start learning these skills once they are already adults. Workability is a grant based program that provides students with disabilities work related experience and training. Workability has the capability to provide students with more significant disabilities job coaching and in person job support that takes place either on or off campus, but is built into their regular school day. Workability also provides supported employment placements for other students with disabilities outside of the regular school day so that they are still able to attend all of their regularly scheduled classes. In addition to Workability our district provides students with moderate to severe disabilities Community Based Instruction opportunities, or CBI. CBI is conducted within the realm of a typical school day and involves helping students to learn how to navigate and be safe in their community. CBI instruction begins as early as 4th grade and progresses throughout high school in order to provide students with the necessary foundational skills that they will need to be successful at the district's transition program (ACTT-Active Community Transition Training) where students spend the majority of the time not in a classroom setting, working and/or practicing other real life skills such as purchasing items with a budget and navigating their community using public transportation.</p> <p>B2.3. Student-Parent-Staff Collaboration</p> <p>Parents have been invited to meet early (7:15AM) to discuss the student's progress and to suggest means of improvement.</p> <p>Teachers and staff communicate with parents via instructor web pages, e-mail, Powerschool, Remind Accounts, Google Classroom, phone calls, and other forms of ongoing</p>	<p>Plays Jazz Festival</p> <p>Workability Program Transition Plan Page 1 and 2</p> <p>WorkAbility Presentation</p> <p>Face to face parent teacher meetings all year (done via Microsoft Teams or Zoom in distance learning).</p> <p>Access to school and teacher webpages, email, access to power school for information</p>
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<p>communication.</p> <p>The Student Senate is used as a communication pathway between students, staff and administration.</p> <p>Parents, students, and staff have been invited to attend informational nights and Stanford-led conferences through Challenge Success.</p> <p>Parents, Students and community are invited to CTE pathway advisory board meetings.</p> <p>B2.4. Post High School Transitions</p> <p>All English 4 students complete a senior project relevant to college and career paths, including writing, research, job shadowing or interview, and presentation.</p> <p>The counseling department tracks students' progress on where they go to four year college, junior college, what type of careers students choose and are interested in, and what students attend the military.</p> <p>The Special Education department conducts exit IEPs. They also put students in contact with the Department of Rehabilitation (DOR).</p> <p>The math department BC Calculus class gives students the option to study Fourier and LaPlace transforms with applications to electronics. Last year the students made small generators capable of lighting a small bulb. These topics are far beyond the scope of high school mathematics.</p> <p>Yearly Perkins & CTEIG reports to the state and federal government show which CTE pathway students continue in that field for career or post-HS education.</p> <p>Stock Project-Economics County Project- Government Class</p> <p>B2. Prompt: <i>Evaluate the school's effectiveness in addressing</i></p>	<p>of grades and attendance. Teacher Newsletter</p> <p>Minutes from Student Senate meetings</p> <p>Challenge Success Website</p> <p>Surveys to parents Back-to-School-Night</p> <p>A-G requirements posted in classroom, Pawspport</p> <p>ASVAB Counseling Department</p> <p>Department of Rehabilitation Workability-Sped Ed</p> <p>College visitors/ speakers</p> <p>College/Career Senior Project</p> <p>Community Mentors</p> <p>Photo evidence of bulbs</p>
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the criterion and each of the above indicators; include supporting evidence.

Folsom High School offers a wide array of courses in an effort to meet the needs of all students; both CTE courses and college prep courses are available. FHS provides access to the curriculum in a variety of ways, including via distance learning during the pandemic. Students receive a broad curriculum that allows them to connect to real world experiences. This can be seen through GPS, AP courses, as well as in content areas such as science through field trips and television production with their relationships with the community.

The collaboration between students, parents, and staff is strong. FHS utilizes a variety of modes of communication (email, phone, PowerSchool, Google Classroom, etc.) in an effort to communicate with parents.

In English 4, all students complete a senior project that is focused on post high school transitions. The counseling department also tracks students' progress on where they go to four year college, junior college, what type of careers students choose and are interested in, and what students attend the military.

ACS WASC Category B. Curriculum Synthesize Strengths and Areas of Growth

Areas of Strength

1. In spite of the challenges presented by Distance and Hybrid Learning, we continue to offer a wide range of curricular options and have retained highly qualified and committed teachers.
2. We continue to offer more college and career readiness opportunities, including expanding CTE pathways and course offerings within and beyond the CTE department.
3. Students are increasingly finding ways to achieve specialized diplomas, including the APID, the AP Capstone Diploma, etc.
4. Courses have continued to align new curriculum to state standards, offer opportunities for problem solving, reason abstractly and quantitatively.

Areas of Growth

1. Continue to allocate time and resources for annual vertical alignment within and among disciplines.
2. Continue using resources (from industry and universities/colleges) to expand student understanding and learning.
3. Continue to find ways to offer intervention, remediation, and opportunities for success.
4. Look for additional ways to follow up with our students and their post high school.
5. There is a need for updated textbooks in science and health.

Preliminary major student learner needs:

1. Folsom High School staff needs to focus on vertical alignment within and among disciplines in order to create a more cohesive learning experience for students both within and across subject areas.
2. Students need to continue to be exposed to external resources from industries as well as colleges/universities to further their understanding and learning. This will allow students to have a better understanding of potential avenues of education and employment.
3. Struggling students need to be provided with diversified opportunities for remediation and academic support.

These needs tie into the following student learner outcomes:

Life-Long Learners:

Students will value and develop the skills necessary to support life-long learning

Critical Thinkers:

Students will develop critical thinking skills necessary for success in a competitive, global society

Effective Communicators:

Students will develop effective speaking, writing and listening skills

Globally Responsible Citizens:

Students will develop environmental and community responsibility

Analysis and next steps within the schoolwide action plan/SPSA:

FHS needs to devote time to working in PLCs to address vertical alignment among disciplines as well as within disciplines. Staff has discussed thematic alignment among subjects such as English and Social Science.

FHS staff members also need to find ways to continue to help and support struggling students to help close any achievement gaps outlined in our data. While we have a campus wide intervention period, referred to as PAWS, built into our schedule twice a week as well as a variety of department specific supports, we know some of our students still struggle.

CATEGORY C: LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>C1.1. Results of Student Observations and Examining Work</p> <p>In all disciplines teachers provide course expectations at the beginning of each semester to ensure that students know beforehand the expected performance levels. Grade scales are provided here, as well as in the PAWSport as it is universal across the site.</p> <p>CTE students conduct real-world projects that benefit the community. Students are tracked post-high school to see their continuation in college/career. The hands-on practical skills the students learn across their courses that directly connect to jobs in the workforce. Students participate in work-based learning opportunities including internships, FCUSD Preceptorship program and job shadows. Teachers work with</p>	<p>Forensics Course Expectations</p> <p>H English 9 Course Expectations</p> <p>World Language Course Expectations</p> <p>GPS Senior English Course Expectations</p> <p>Expository Reading & Writing Curriculum (ERWC)</p> <p>Math 2 Course Expectations</p> <p>CTE Pathways</p> <p>Honor Chem Course Expectations</p> <p>US History Course Expectations</p> <p>Post-High School Pathway Completion Tracking (CalPads)</p>

local industry advisory groups to ensure the skills taught in class connect to those in demand in local industries. Students in pathways also attend Trades Day learning about non-traditional post-high school opportunities.

English teachers use Socratic Seminars and station rotations to build interpersonal communication skills and language art skills. Teachers also provide opportunities for students to evaluate & reflect on their performance on district & state writing standards through self-evaluations & reflective activities.

Math teachers use explorations to have students self-teach lessons using findings from what is explored. Performance tasks are given to students several times throughout courses to apply what they have learned to new and different situations.

PE classes use the 9th grade state fitness gram; however, this was not conducted during the pandemic.

Science classes have students engage in labs and complete lab write ups. Students analyze lab results to make sense of the experimental process and scientific method. Analysis of lab results is used to connect to real world phenomena and support students in comprehension of target standards.

Social Science (AP) has students use self-led literature circles.

Special education: Folsom High School creates individualized education programs for each student with a disability that qualifies for an IEP (Individualized Education Plan) after referral and assessment processes are complete. These individualized education programs encompass a combination of special education and general education classes, based on individual needs agreed upon in their IEP. In both types of classes special education students are involved in the same challenging and relevant work as their peers. They analyze, edit, and revise their work based on teacher feedback to demonstrate mastery in English, math, social science, science, and electives classes they are enrolled in. Most special education students earn diplomas or certificates of completion as a result of their challenging completed work.

[Honors English 9 sample Socratic Seminar Questions](#)
[Honors English 9 Socratic Seminar notetaker](#)
[Station Rotation English 10 9th English Self-Evaluation](#)

[Math self-teach lesson](#)
[Math Learning Targets Performance Task](#)

[Physical Fitness Testing](#)

[Science lab write-up template/sample](#)

[Social Science \(AP\) literature circle documents](#)

World Language engages in reading, writing, speaking, and listening in the target language throughout the four years of instruction. Years 1 and 2 create the foundation blocks of language acquisition upon which the students' skills are further enhanced in levels 3 and AP so that students can demonstrate cultural and linguistic excellence in both written and oral expression in a multitude of ways. One such way this is demonstrated in all three AP languages is a project where students participate in a Roundtable every 5-6 weeks covering all the themes tested on the AP exams. Each student rotates through the various options so that they may demonstrate mastery in the various ways of gathering information, and then they present it publicly in the target language.

Visual and Performing Arts: Art students are given both live and video demonstrations to illustrate a technique. The lessons are thoughtfully sequenced to build upon students' prior knowledge. Oftentimes master artwork and student artwork are shown as another visual example.

C1.2. Student Understanding of Learning Expectations

AP and Honors students review and sign information regarding course expectations, learning outcomes, and time management plan.

English teachers evaluate writing assignments using state and district created rubrics.

Math teachers use learning targets for students to understand expectations and self assess their own learning. Learning targets are referenced in daily lessons and referred back to for students to better monitor their progress. Students are encouraged to rate themselves on each learning target as "I don't get it", "I partially get it", or "I know it".

[Google form - music clip](#)
[Padlet link likes/dislikes](#)
[French 1](#)
[Google form - French song](#)
[„Roundtable” AP Project](#)
[Art Video Demonstration](#)
[Vanitas Rubric](#)

[Overview and information regarding AP/Honors program](#)
[Time Budget Planner](#)
[AP/Honors Contract](#)
 Link with demographics for honors/AP courses (?)

[Academic Vocabulary](#)
[StudySync Essay rubric](#)
[English: Link to SBAC Rubric](#)
[English: Link to 11th grade EAP Rubric](#)

[Link of Math Learning Targets](#)
[Big Ideas Learning Targets Chapter 1 \(1\)](#)

PE focuses on prospective college athletes to ensure eligibility for NCAA and university requirements.

Science uses Model Based Reasoning to develop their own targets and models. Model Based Reasoning (MBR) simulates a real world phenomenon. Each piece builds on the last and takes the student through the steps of the scientific method. MBR integrates the NGSS, often including Engineering standards. MBR provides the student/class with a depth of knowledge that consistently ties to essential standards with each model.

12th grade **Social Science** uses weekly essential questions. Social Science has a vocabulary list that follows students from year to year. Additionally, seniors in the traditional economics course complete a stock project.

Special education special education students understand the standards/expected performance levels for each area of study from teachers stating or posting learning targets for subjects for students' self assessment of their progress. Teachers focus on teaching and utilizing academic vocabulary, provide instruction and directions for all assignments, and provide rubrics so students understand expectations.

World Language uses learning targets for units and uses student friendly language so that students can self assess themselves. At the end of level 2, all students in all languages demonstrate a minimum skill level for writing and oral proficiency to meet the A-G requirement by completing an individual project and presenting it to the class.

VAPA lessons are carefully scaffolded and presented using a variety of learning strategies. The VAPA program aims for a nearly college level curriculum, teaching a solid foundation in each subject, followed by advanced courses that prepare students for college and for arts related careers.

C1. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other*

[Science: MBR: particle model work](#)

[Science: MBR Energy Flow Student Presentation- RoadKill Project \[Engineering\]](#)

[Social Science Grade 12 Essential Questions](#)

[Social Science Vocabulary Stock project instructions](#)

[Link to World Language Can-Do Statements Level 2 Common level 2 project across all languages](#)

[German 1, Chapter 2 Learning Targets](#)

VAPA Career Prep

[A.P. Student Art](#)

[Folsom High School Jazz Band I in 2020 Folsom Jazz Festival](#)

[Shrek Folsom High](#)

postsecondary high school options.

As evidenced by the findings above, Folsom High School has clear expectations of learning goals through course expectations in all subjects, with many subjects also providing learning targets for units, lessons, & individual assignments. Students are engaged in rigorous learning across all disciplines, as evidenced by detailed rubrics, guidelines, examples, self-assessments & reflections that students complete across all levels and disciplines. Through alignment with state & federal standards as well as A-G requirements, coursework effectively prepares students for postsecondary education. Authentic assessments and real-world projects prepare students for the variety of additional postsecondary options available.

While our findings & evidence support the diversity of the curriculum & variety of instructional activities, at this time there is insufficient evidence to determine how differentiation of instruction is occurring and its impact on student learning.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C2.1. Teachers as Facilitators of Learning</p> <p>CTE Teachers across the department guide students toward success in each of their respective fields. Teachers have attended training with Project Lead the Way, Computer Using Educators, California CTE Conferences. Each teacher is credentialed in their fields and supported by industry advisory boards to ensure the courses taught match skills needed in the workforce. Students use critical thinking across all CTE pathways to solve actual projects and problems and perfect skills and practices that will earn them jobs and set a path towards a future career.</p> <p>Some teachers in the English Department hold NBCT certificates, have earned MAs, or are currently earning an MA at the time of publication. Other teachers in the English Department are members of the Challenge Success Committee to research and implement best and current practices to support student learning and keep content appropriately challenging. Teachers have attended several webinars to enhance their online lessons</p> <p>Math teachers attend Sac State Saturday training and UC Davis MDTP (Mathematics Diagnostic Testing Project). They utilize Chromebooks for live formative assessment (Pear</p>	<p>Creative interactive learning tools, including Pear Deck, Padlet, FlipGrid, Jamboard etc Distance Learning Playbook Webinar</p> <p>Catlin Tucker Active Learning</p> <p>Sac State Saturday PD UC Davis Math Project PD Link of Kahoot Example</p>

<p>Deck; Kahoot) as well as use Explain Everything to create annotated videos for essential learning topics. Additionally, they use iPads to take pictures of student work to display to all students for both error analysis and modeling of unique student thinking.</p>	<p>Link for Demos Activity</p>
<p>PE/Health teachers lead Teacher/Student directed activities. All teachers are credentialed with some having their masters. Many work as well as coaches. These coaches complete training and certifications with NFHS (National Federation of State High School Associations).</p>	<p>California Next Generation Science Science Standards SCIENCE IN THE RIVER CITY (SIRC) Science: Guaranteed and Viable Curriculum FHS GAVC</p>
<p>In Science all teacher credentials are aligned with NGSS (Next Generation Science Standards) - to be reviewed by district personnel. Many different PD offerings are disseminated, such as Science in the River City, for teachers to attend. Teachers also consistently engage in subject specific and district-wide PLCs and align their curriculum with each other, so as to recognize student strengths, areas for improvement, and necessary modifications to curriculum, lesson plans, and assessments.</p>	<p>Gizmos</p>
<p>Many Social Science department members hold advanced degrees, including one doctorate. Department members have attended professional development training at Stanford University as part of the Stanford History Educators Group, as well as the UC-Davis History Project, California History-Social Science Project, and state council for the social sciences. In addition, department members have been presenters at the Hawaii International Conference on Education, the F.D. Roosevelt – W. Churchill Primary Source Research Symposium, and on the Federalist Papers Research Panel in Ashbrook, Philadelphia.</p>	<p>Learning Ally Sunday Training</p>
<p>All SPED teachers have Mild/Mod or Mod/Severe credentials. Many have additional authorizations, General Education credentials, Administrative credentials, or Master’s/Doctoral Degrees. Teacher’s have attended Sunday training for students with dyslexia. Learning Ally Implementation training is scheduled in May for assistive technology resources. Additionally teachers have presented at past CalTASH conferences as well as attended workshops and conferences relative to their specific focus area.</p>	<p>In World Language all teachers are knowledgeable in current</p>

teaching methodologies for WL. Teachers are credentialed in languages taught. Some have advanced degrees and attend Language teachers conferences. One teacher is on the leadership team for Capital World Language project, a regional organization that focuses on proficiency oriented learning for all students. Teachers also integrate technology into the classroom frequently (and the majority of the homework is assigned virtually through Carnegie Learning), and students often do online research to learn about the target language cultures, especially at the advanced levels. They teach all modalities by using a variety of teaching methods.

All VAPA teachers hold a valid credential in their subject matter. Many teachers have college units in their subject matter beyond the B.A. degree. All art teachers, including digital art, pursue art outside of the classroom. Within the VAPA department many of the teachers are active in the artistic community, attending shows, participating in shows, going to competitions, and marketing their own work.

C2.2. Creative and Critical Thinking

CTE utilizes Google classroom as a hub for multi-modal instruction. Using real-world projects they use industry specific tools and methods outside of the textbook in every pathway and unit. The projects students work on come directly from the instructor's personal experience and connections in the aligned industry.

English students write in a variety of text genres and writing modalities (handwritten, typed) and under varying time demands (timed essays versus extended process essays). Students can create visual posters, outlines, dramatic scenes, and multigenre projects, and write in the style of mentor texts and authors.

English students participate in critical group discussions that require them to analyze texts & integrate their peers' responses to synthesize their own response.

Math uses Promethean Boards to facilitate hands-on learning of technological resources such as powerpoint presentations for notes, worksheets for example problems, videos and GIFs

[Capital World Language Project](#)

[ACTFL Conferences](#)

[CLTA conferences](#)

[AATF Conferences](#)

Engineering challenge, soap box derby, zoo projects
PLTW curriculum is nationally recognized with relevance to industry

Guaranteed and Viable Curriculum - FCUSD:

- [12th grade](#)
- [11th grade](#)
- [10th grade](#)
- [9th grade](#)

[Socratic Seminar student notes Padlet: Peer Response](#)

[Desmos Activity](#)

explaining complex mathematical processes. They also conduct performance tasks and error analysis. They utilize Chromebooks and Desmos activities. Students complete smaller projects for courses such as Financial Algebra, Business math and occasionally other courses as an alternate way to demonstrate understanding of material

Physical Education/Health students will demonstrate knowledge of offensive and defensive strategies while participating in team sports. They will be able to create/design a nutrition and workout plan and implement it into their daily lives.

Science Students perform labs, analyze data, and come up with conclusions. Some labs are simulations and/or computer based. At times, students are tasked with creating labs themselves. They are presented with a phenomenon and devise a lab activity, creating the procedure and identifying necessary materials, in order to test a hypothesis that they have generated as a result of observing the phenomenon. There are also many opportunities in science classes to illustrate relationships. Students will create posters or presentations (using powerpoint or slides) which outline and explain the interconnectedness of various components of a phenomenon. For example, energy levels and feeding relationships in an ecosystem.

Social Science uses online resources for engagement and assessment. They incorporate multiple activities that reinforce critical thinking skills. Among these include analysis of political cartoons, peer review assignments, socratic seminars, analysis of data, etc.

SPED Special education students demonstrate creative and critical thinking in all subjects. Two examples are; in SAI Math students use individual white boards, protractors, compasses and rulers to demonstrate understanding of algebraic and geometric concepts. In SAI Social Studies, teachers supplement lessons with critical thinking activities, aligned with the curriculum, to expand student understanding of the periods being discussed.

World Language students are required to use critical and creative thinking on a daily basis. We use a variety of teaching materials in order to teach 90% of the time in the target

[Murder at Old Fields Forensic Science Lab Activity](#)
[Forensic Anthropology Lesson and Lab Example](#)
[Snake Venom Case Study](#)
[Enzyme Inquiry Lab](#)

[Analyzing Political Cartoons-SPED](#)
[Link to yearly departmental essay](#)

[Conjuguemos](#)

<p>language. Examples of technology used include Chromebooks, iPads or personal devices. Apps used include wordreference, conjugemos, Quizlet, Kahoot, Google Slides and Google Docs, Google forms, video projects, Padlet, FlipGrid, EdPuzzle, Pear Deck, Quizizz, GoFormative, Illuminate, Class Kick.</p> <p>VAPA students come up with original designs, create their own original art, solve problems through composition choices, cropping, light patterns, and color palette. Students create and produce artworks daily, analyze their own work, and receive feedback from the teacher.</p> <p>C2.3. Application of Learning</p> <p>CTE student knowledge is demonstrated by producing work at the highest levels of Bloom’s taxonomy in application and product development. Students are not tasked with memorization or recall activities but rather are given learning opportunities to demonstrate via programming, producing, creating, and developing products for their learning.</p> <p>English students can write in short bursts and in sustained activities to suit a given argumentative, analytical, or expository purpose or prompt. Students can generate an original line of inquiry to prompt a research paper.</p> <p>English students apply their writing to their lives outside of the classroom by using their experiences to connect with peers & other members of their online networks.</p> <p>Math students use math in co-curricular classes, Engineering and Physics for example. Performance tasks allow students to use what they have learned in novel situations. In Precalculus and Calculus, students are given non-standard questions as part of their assessments.</p> <p>PE/Health students will be able to use the skills and knowledge they obtained in class in order to live a life of fitness and health.</p> <p>Science Claim/evidence/reasoning (CER) draws from English in utilizing argumentative strategies and engages students in the practice of Scientific Reasoning. Students in science must regularly analyze qualitative and quantitative data and make</p>	<p>Edpuzzle Padlet Google form Quizlet</p> <p>Student portfolios, artist statements, thumbnail sketches. A.P./ Advanced Art Skills USA Career Essentials</p> <p>9-10th Writing Rubrics Human Connection Project</p> <p>Chemistry CER Template The Living Earth: The Earth's Surface: Claim/Evidence/Reasoning</p>
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claims based on such data. Students must support those claims using evidence which they have identified through experimentation or “doing science”. Students must reason, often with their peers, as to why the evidence supports their claim.

Social Science Students complete PLC-based formative and summative assessments that utilize sourcing, contextualization, and corroboration skills.

SPED special education students apply knowledge learned in a wide variety of ways. Students use problem solving skills introduced in SAI math for science labs, projects in other curricular areas and life situations. Students are asked to evaluate concepts they have covered during each individual unit and reflect upon them during assessment in SAI Social Studies and other SAI academic courses such as English and math. Students use a variety of different formative and summative assessment tools to demonstrate their knowledge, one example of this is Kahoot. Students also demonstrate an ability to apply knowledge obtained within their foundational academic courses such as IM 1 and English 1 as they continue throughout high school and use this foundational knowledge within science and history courses respectively.

World Language students in French write to pen pals in France. In upper level World Language courses students do research utilizing authentic sources and synthesize the information for oral presentations and essay writing. We utilize AP Classroom. Students also keep a reading log in AP.

VAPA student portfolio containing exercises and finished works. Students also complete a series of short exercises, large scale works of art, group critique.

C2.4. Career Preparedness and Real World Experiences

[SAI Econ Assessment](#)

[Reading, listening and speaking](#) logs in AP
[AP Regional Presentations](#)
[Sample pen pal letter](#)
[Student work: Le journal de lecture fr AP 2021](#)
[Sample Paris Project](#)

[Link of Kahoot Example](#)

<p>CTE does daily work in pathways to connect with future careers and ensure students are ready for college/career following graduation. Teachers work with industry advisory groups to ensure that the skills taught match what is desired from the job. More than any other area of learning in high school, CTE connects daily to practical career preparedness including resume, interview and soft skills development along with field trips that show students real world careers in internships and job shadows.</p>	<p>Student portfolio containing exercises and finished works. A.P./ Advanced Art</p>
<p>Through curriculum, English students are introduced to a diverse range of authors, author backgrounds, and topics to enhance previous works of canon or to introduce and study more contemporary authors and subject matter. We are working toward a more representational curriculum that is rich and diverse in writing style and author background. Seniors complete a college and career exploration project in English 4.</p>	<p>Students' Writing Portfolios, handwritten journal entries. Handwriting Journal Prompt Dreams and Goals Writing Prompt</p>
<p>Financial Algebra and Business Math courses prepare students for financial independence by covering topics such as budgeting, purchasing a home, filing taxes, planning for retirement, starting a business, and investing. There are units on finance and electricity in Pre-Calculus. College-level courses such as AP Statistics and AP Calculus provide students with opportunities to develop critical thinking skills that prepare them for careers in Business, Data Science, and Engineering.</p>	
<p>Physical Education and health students participate in a mandated Physical Fitness Test. Guest speakers are also utilized. Students will be able to use the lessons that they learned in order to live a healthy lifestyle. They will be able to take use some of the skills they learned to stay fit.</p>	
<p>Science Through upper division Science Electives and/or AP Science courses, students explore career opportunities and simulate fieldwork (i.e. Forensics Class; Anatomy and Physiology, AP Biology). The curriculum in these courses often includes application of current methodology, such as blood spatter analysis and fingerprinting techniques in Forensics. Students learn to use equipment that is used in similar fields, such as TENS units, Reflex Testing for Neuromuscular Dysfunction, Use of Blood Pressure Cuffs in Human Physiology. AP Biology applies a multitude of laboratory techniques which are currently applied in similar</p>	<p>AP Environmental Science 25% of instructional time engaged in laboratory and/or fieldwork investigations. How to Apply a TENS Unit to a Patient Reflex Testing for Neuromuscular Dysfunction Blood Pressure Lab</p>

laboratory settings in the field, such as Gel Electrophoresis.

Social Science PLC's create formative assessments that utilize collaborative learning environments to prepare students for the skills needed for group-oriented careers.

SPED students with disabilities, those who have an IEP, begin working on a plan to aid them in transitioning into life after high school no later than the 16th birthday. These plans support students to work on independent living skills that will aid them in living as independent life as possible. Each transition plan is included in the students' IEP and written with the student and family in order to tailor each individual plan to the student and create a plan that supports them to slowly build skills over time rather than waiting to start learning these skills once they are already adults. Workability is a grant based program that provides students with disabilities work related experience and training. Workability has the capability to provide students with more significant disabilities job coaching and in person job support that takes place either on or off campus, but is built into their regular school day. Workability also provides supported employment placements for other students with disabilities outside of the regular school day so that they are still able to attend all of their regularly scheduled classes. In addition to Workability our district provides students with moderate to severe disabilities Community Based Instruction opportunities, or CBI. CBI is conducted within the realm of a typical school day and involves helping students to learn how to navigate and be safe in their community. CBI instruction begins as early as 4th grade and progresses throughout high school in order to provide students with the necessary foundational skills that they will need to be successful at the district's transition program (ACTT-Active Community Transition Training) where students spend the majority of the time not in a classroom setting, working and/or practicing other real life skills such as purchasing items with a budget and navigating their community using public transportation.

On the AP exam in **World Language** students are asked to respond to an email in a formal way. These skills are applicable to post high school needs. In level 3 as well as AP students engage in cultural comparison lessons wherein they compare our culture in the US with the life of the target language culture. Topics include home life, work force.

[WorkAbility Presentation](#)

Completed DOR application (CBI) Community Based Instruction

VAPA students engage in career preparation through hands-on experience of putting on a large scale student exhibition, performance, or concert. Students are trained to showcase their work professionally, including learning to matte works, hang artwork, label artwork, create artist statements and oversee the exhibition night.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Folsom High School teachers are well versed in their curricular area. Many have advanced degrees and partake in ongoing workshops relevant to their content area. The ongoing learning that FHS engages in allows the curriculum to include a diverse range of instructional methodologies. Moreover, with the pandemic, the teaching staff has had to incorporate a wide variety of technological strategies.

Despite offering a variety of real world connections in our content, we would like to integrate more connections to real-world applications/career relevance as we know that not all students are college bound. FHS staff would also like to increase cross-curricular learning experiences, ie. Social Studies & English; CTE & VAPA, etc. We recognize that there are natural curricular ties across subject areas and would like to further extend these opportunities to deepen student learning.

[Arts in Action](#)

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Areas

Areas of Strength

1. Clear expectations of learning goals through provided learning targets.
2. Students engaged in rigorous learning across all disciplines.
3. Highly qualified teachers committed to lifelong learning.
4. Instruction delivered in a variety of learning modalities to support the needs of all students.

Areas of Growth

1. Integrate more connections to real-world applications and career relevance.
2. Collect & utilize data on differentiated instruction, including indicators of effectiveness for all students.
3. Increase cross-curricular learning experiences, ie. Social Studies & English; CTE & VAPA, etc.
4. Increase opportunities for non A-G coursework.

Preliminary major student learner needs:

1. FHS students need to be provided with and exposed to a curriculum that focuses on real-world applications and careers.
2. Students need to make curricular connections across subject areas.

These needs tie into the following student learner outcomes:

Life-Long Learners:

Students will value and develop the skills necessary to support life-long learning

Critical Thinkers:

Students will develop critical thinking skills necessary for success in a competitive, global society

Effective Communicators:

Students will develop effective speaking, writing and listening skills

Analysis and next steps within the schoolwide action plan/SPSA:

Similarly to category B findings, FHS needs to devote time to working in PLCs to address vertical alignment among disciplines as well as within disciplines. Staff has discussed thematic alignment among subjects such as English and Social Science as well as VAPA and CTE.

FHS staff has begun to study various instructional and assessment strategies over the course of the last several years as part of our ongoing Professional Learning Team book studies. It is imperative that as we begin to implement new techniques that we collect data to analyze the effectiveness. Moreover, analyzing specific instructional techniques and differentiation will allow us to monitor the growth of our subgroups more closely.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D1.1. Professionally Acceptable Assessment Process</p> <p>Math has common formative and summative assessments across courses based on standards. Students are given feedback on their progress on Quizzes and Tests. Teachers meet in their PLCs and discuss student performance on these common assessments- Which problems students were struggling with and how reteaching/remediation can happen where needed to ensure student understanding by the end of the course. Student performance on if they are mastering topics is given back to them in the form of graded quizzes and tests, and scores are entered in Powerschool for Students, Parents and Counselors to see. Written formative assessments are given at least once a week. Summative assessments are given once a unit, along with a summative final exam at the end of each semester.</p> <p>World Language uses common Illuminate tests and quizzes for Spanish 1 and 2 to discuss the outcomes of data to reteach lessons that students have problems with. Common formative</p>	<p>Common formative and summative assessments</p> <p>IM1 Summative Assessment IM1 Formative Assessment</p> <p>Español 2 Unidad 2 Lección A: Prueba Project</p>

and summative assessments also exist in upper levels of Spanish. Common projects. D and F grade student data is shared with the department regularly in order for us to provide better intervention.

Administration uses a variety of assessments including CAASPP, CAST, SAT, ACT, and AP exams.

English uses Illuminate and i-Ready tests to provide an acceptable assessment in order to collect and distribute student data. Through the district's guaranteed and viable curriculum, students have been assessed through a common district writing assessment.

PE uses common formative and summative assessments to evaluate our students in Physical Education. This includes but is not limited to physical fitness assessments, quizzes, and tests. PowerSchool is used in order to deliver results of assessments to students and parents. Freshman students are also given a baseline FitnessGram test at the beginning of the year. Students will work towards passing five out of the six components of the fitnessgram in the spring. The formative assessments on the fitness gram that the students are evaluated on are BMI, Push Ups, Curl Ups, Trunk Lift, Shoulder Flexibility, and the Mile run. Teachers evaluate this baseline test to see what students need to work on in order to be successful on the fitnessgram.

CTE uses formative instruction including technology tools (GoFormative) and checkpoints in projects to validate and reinforce learning.

In **Science** each PLC is responsible for creating, assigning, and then analyzing the data from at least two common formative and one common summative assessment per semester.

[Honors English 2 Antigone Unit Summative Writing Assessment](#)

[Honors English 2 Writing Rubric](#)

Science Common assessment **examples** links--

Physics-- 2020-2021 used [APEX](#) for common formative and summative assessments

[Physics Common Project Semester 2](#)

[Biology Quiz Unit 5, Learning Target D](#)

[Biology Common Project--Unit 5](#)

<p>SPED students are assessed based on individual abilities with formative and summative assessments within mod/severe SPED classrooms. Students are assessed on i-Ready, Unique Learning Systems, WIAT III, Brigance, and other standardized assessments used for tracking student progress and development.</p> <p>Common summative assessments are used in multiple disciplines and the scoring data from those are analyzed collectively by teachers to inform areas in need of improved instruction.</p> <p>Students are assessed in each of their classes in the mild/mod SPED program following the assessments given to the rest of the class, using accommodations such as tests in a separate setting or use of a 3x5 notecard, if agreed upon by the IEP team.</p> <p>Social Science students are assessed on academic vocabulary with common assessments that are administered in their social science classes 10th, 11th, and 12th grade. There is one 20-question multiple choice vocabulary assessment that is administered to every student in 10th, 11th, and 12th grade. There is also a human rights essay prompt that is used at the end of each year. This assessment has a common prompt and rubric.</p> <p>Each grade level has also developed quarterly common assessments that also utilize the common social science vocabulary bank.</p> <p>The Social Science PLCs analyze the data from these results to make decisions on content delivery and different ways of ensuring student learning.</p> <p>VAPA students enrolled in AP Studio Art submit a total of 20 art works in conjunction with College Board AP issued prompt writing and commentary regarding chosen materials, processes, ideas, experimentation, and revisions.</p> <p>VAPA assessments are intended to inspire, direct and teach. Instructional staff use verbal critiques to identify areas of success and areas for future potential and areas that fall short. The critiques act as a conversational tool that allow students to understand why the work is strong or weak.</p>	<p>Unique Math Rubric Unique Reading Rubric</p> <p>Social Science Vocabulary Common Assessment Essay Social Science Vocabulary Common Assessment Essay Rubric</p> <p>AP Studio Art prompts</p>
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D1.2 Basis for Determination of Performance Levels

English-common formative assessments at the beginning of the year to determine both literary terms, academic vocab, and grammar and writing skills across all levels. In grade levels, we also have common summative assessments through both district writing and skill based tests, along with common summative assessments within department levels to evaluate student growth. As well, we use common agreed upon grading scales for each level of English

Math has commonly agreed upon grading weights, formative assessments, and summative assessments to assure consistency across all sections of particular courses.

PE students are evaluated each day on their class preparedness (dressing down in their PE uniform). Students will also be evaluated formatively depending on the unit that the class is in. For example, if the class is in a Volleyball unit they are expected to be engaged and active during the drills and modified games. Students will be taught the rules and strategies of the game. At the end of the unit students will be assessed in a summative format based on their skills and knowledge of the sport. This may include skill assessment by both the teacher and peers, quizzes, and unit tests. Freshmen also take a baseline fitness gram assessment in the fall. They will work throughout the year to improve their scores with the goal of passing 5 out of the 6 components of the fitnessgram.

Social Science - For the vocabulary common assessment, the department has met to collaboratively create the rubric for the essay portion. Also, each PLC meets to evaluate student work on quarterly assessments, unit assessments, and other periodic formative and summative assessments.

CTE utilizes end of course assessments from PLTW and AP tests to validate learning. Within the Pathways, standards are established. Multiple teachers in a pathway coordinate, standards grades and placement.

World Language has common formative and summative exams, projects, presentations for each unit. Subject level PLCs work collaboratively.

[ERWC English 4 Op-Ed Letter Summative Assessment](#)
[ERWC Writing Rubric](#)

[Honors English 2 AP Aligned OMATS Essay Prompts](#)

[Integrated Math 1 Course Expectations Example](#)

[Common Assessment](#)
 (level 2 project)

VAPA: College Board AP Studio Art Portfolio Submission guideline prompts are issued by College Board AP.

Band/Choral are assessed by standards set forth in our individual professional associations such as California Music Educators Association, American Choral Directors Association and California Band Directors Association. Students audition for and participate in festivals nationwide. Students are adjudicated based on standards set forth by the musical organization.

Science utilizes common standards-based learning targets with performance rubric, formative and summative assessments

D1.3 Monitoring of Student Growth

Schoolwide Learner Outcomes: Productivity, Responsibility, Integrity, Diligence and Excellence. Teachers and related staff monitor productivity and responsibility: students turn in all assignments, they turn them in on time. For integrity-they do not cheat (AP's have a log of students who have broken the academic honesty policy.) Diligence- the students make up work when they are absent, ask questions when they don't understand, redo assignments when available. Excellence- is monitored on a student by student basis according to grades and individual achievement/progress.

Counselors hold 1:1 meetings with each student during registration, summer school, credit recovery, parent/student meetings, SST meetings, 4 year planning, a-g course planning, Each grading period running an F report and meeting with the student who have 1 or more Fs.

Math emphasizes expectations for college readiness level (completion of IM3 with C's or higher). Math teachers refer students for extra support in an intervention class once a week when their growth/progress is not satisfactory. During this time, students are able to go over learning standards they did not demonstrate mastery in, or receive help on topics that they are currently learning. Additionally, students who do not perform well on specific standards (on a chapter test) are given the opportunity to retake tests if they come in for extra help and complete test corrections. If a student receives a D or an F in a first semester math class, they have an opportunity to

[AP Art Studio Scoring Guidelines](#)

[AP Studio Art Sustained Progression](#)

[T.E.A.M. Intervention Email to parents](#)

[Afterschool Math Intervention Program](#)

[Credit Recovery for IM1 Spring 2020](#)

[Credit Recovery IM2 Spring 2021](#)

[Credit Recovery Program Presentation](#)

do a credit recovery program during the second semester, which consists of completing a partially online course with lesson videos that reteach first semester topics.

Math Intervention: There is a full-time (periods 2-5) teacher who hosts an intervention class where students can be pulled out of their PE or study-skills class once a week for extra math support. At the beginning of the year, students with low Math i-Ready scores are automatically referred to this program. Additionally, any other student who a teacher notices is missing key skills can be referred to attend.

Math Progression - Based on students' overall performance in a specific mathematics class, each individual student is given a recommendation as to which class they should register for in the following year, ensuring fidelity vertically as well as horizontally in the mathematics program.

English Intervention: Students who score poorly on the i-Ready test given at the beginning of the year also can be pulled out of their PE class once a week to complete online i-Ready lessons geared at filling in missing skills.

An English Intervention downside is that when using i-Ready as an intervention tool, students who need intervention growth can only be measured up to 8th grade. Those students who need intervention this will need to be done through the student's own teacher and would have to be self created or another assessment program would have to be used.

CTE students are assessed within the pathway to determine readiness for the sequential course in the pathway.

World Language tutoring is available for all languages weekly. Students are asked to go to their teachers during PAWS if they need extra help. Some teachers hold their own tutoring sessions after school.

The **English** department uses i-Ready as a reading diagnostic across all grades 9, 10, 11, and 12 to determine individual reading levels. Classes expect to see at least a half a year growth in reading skills between initial testing and mid-semester results. Students can be referred to intervention if they are lacking in skills. Also in Senior-year English, they do a required College/Career Project, learn to write resumes and cover letters. Business letter.

[Example of Basic Skills Assessment given to students referred by teacher \(Math 1\)](#)

[Integrated Math Course Progression](#)

[CTE Completers Dashboard](#)

[Tutoring Attendance](#)

Senior English Project
[Resume](#)
[Cover Letter](#)
[Career Project](#)

In **PE**, freshman students are required to take the fitnessgram. This data is used to determine whether or not the students fall into the healthy fitness zone. If students do not pass five out of six components of the fitness gram they are required to take PE their sophomore year. Students that pass the fitnessgram are able to defer PE to their junior or senior year.

SPED case managers monitor student progress and growth within the context of their general education courses through the consultation with general education teachers as well as push-in support within the general education courses. Case managers also track data based on student goals both within the general education setting as well as in a supported setting in order to accurately track progress.

Social Science results from the common vocabulary assessment and common writing assessments are gathered from each student through 10th, 11th and 12th grade to demonstrate growth and mastery of the essential social studies vocab. In Economics, Seniors complete an 8-week long "Stock Project" that includes financial and investment terminology, stock research and a simulator in which they track their stocks. The project includes weekly summaries, two macroeconomic article analysis, investor's interviews and a reflection after the project term is over.

VAPA teachers meet regularly during PLC meetings to discuss students' skill development, progressions, and learning needs. An area of focus each Spring is helping students navigate and strategize their VAPA courses through their 4 year high school plan.

D1.4 Assessment of Program Areas

English: When using i-Ready as an intervention tool, students who need intervention growth can only be measured up to 8th grade. Those students needing intervention will have to be done through the student's own teacher with teacher created intervention activities (as i-Ready does not have any pre-generated curriculum) or another assessment program would have to be used.

During **Math** PLC time and department meetings, teachers

[Data Sheet for progress monitoring](#)

[VAPA PLC Meeting Notes and Agenda](#)

determine grading policies and expectations, and reevaluate these each semester. As an entire math department, we review alignment between courses to ensure that students are prepared for the next course, and teachers know what topics have been covered in prerequisite courses. Department release days allow for alignment among schools and vertical alignment with math courses. Partnership with the district recently has been less than in the past, meaning that programs across the district are not always alike.

World Language utilizes common tests and quizzes for levels 1-3 Illuminate and Google. We have common grading policies and have high expectations for all students.

PE uses common formative and summative assessments. All freshman students are also required to take the fitnessgram. All teachers conduct this assessment in line with the required guidelines.

Science: In transitioning to NGSS, teachers from across the district met in PLCs to agree upon which standards should receive the most emphasis, as well as to share ideas about possible lessons and other activities for each standard.

Social Science teachers regularly meet in PLC meetings to discuss students' development and needs, utilizing APEX and teacher created materials for credit recovery.

SPED IEP teams meet to determine necessary supports and accommodations required to support the student to perform up to their achievable level.

VAPA: College Board AP annually requires a course audit form including, Documentation showing your understanding of course scope through an adopted syllabus. Introductory VAPA course assessments are based on CA VAPA standards.

CTE: Program advisory board meeting held for every pathway. Meetings consist of community members, Post-secondary and industry members.

[Math Department Vertical Alignment](#)

[Math Collaboration between sites](#)

[Español 2 Unidad 2 Lección A: Prueba](#)

[Español 2: Examen Unidad 3 2021](#)

[Biology: Living Earth \(Life Science+Earth Science\) Standards and Curriculum](#)

[Unique Monthly Checkpoint](#)

[CA VAPA standards](#)

[FHS MANUFACTURING, ENGINEERING & ARCHITECTURE Advisory agenda](#)

[2021 Program Advisory Board Presentation](#)

D1.5 Schoolwide Modifications Based on Assessment Results

Math formative assessment results change immediate instruction. Summative assessments, CAASPP, D-F Grade reports, and AP scores are used to make changes in course.

At the end of the school year **World Language** students are allowed to take a challenge test to skip a level; incoming freshmen must take a placement assessment to enter level 2 or higher in order to determine their readiness for the rigor of the next level. World Languages does formative assessments every two weeks and summative assessments every unit.

Science uses formative assessment results to change immediate instruction.

PE uses formative and summative assessments with the goal of promoting a lifetime of fitness and health.

Health: The District provides a Healthy Kids survey to 9th and 11th grade students each year. After seeing the results, health teachers use the information to modify or enhance the curriculum to meet the needs of the students.

English formative assessment results allow teachers to change immediate classroom instruction. District lead teachers provide professional development to produce a viable and guaranteed curriculum.

CTE introduced new manufacturing pathways to meet demand for hands-on learning courses with the ending of bike tech.

Social Studies formative assessment results dictate changes and modifications that need to be made to programs.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

[Español 2: Examen Unidad 3 2021](#)

[Español 2 Unidad 2 Lección A: Prueba](#)

ERWC English 4

[\[Template\] Activity #8 Hamlet Act 1.1 Dialogue & Rhetorical Situations](#)

Student Sample

[Mehtar Walia - Activity #8 Hamlet Act 1.1 Dialogue & Rhetorical Situations](#)

FHS utilizes common assessments for most courses and maintains rigorous standards across courses. There is timely reporting of grades and feedback to students for both formative and summative assessments. A wide variety of assessment types are used, allowing student feedback across multiple platforms and using various modalities.

Folsom High School would like to see an increase in career readiness skills. Students could receive more feedback on non-academic skills such as perseverance, responsibility, etc. Currently, the English and Math department utilize i-Ready in order to assess students for intervention support. The downside of this assessment is that it only measures up to an 8th grade reading level and therefore leaves out students who may still benefit from intervention support, but read above an 8th grade reading level. For Math the assessment measures through IM3, but it only gives intervention support through 8th grade standards.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D2.1. Demonstration of Student Achievement</p> <p>World Language uses formative and summative assessments to adjust instruction. There is use of common summative assessments (quizzes, tests, projects) as well as the use of common rubrics to evaluate these assignments. World Language also uses daily warm-ups as formative assessments to assess students on previously learned material.</p> <p>CTE uses project based summative assessment assessments to allow students to showcase their ability. They also use low risk formative assessments to measure students' readiness to begin projects. Students have the opportunity to demonstrate knowledge by performing a task in lieu of a written form of assessment.</p> <p>Science uses common assessments, whose results are analyzed and discussed by instructors and used to guide development of more effective lessons. Lessons are aligned to NGSS standards in preparation for CAST assessment. Formative assessments are used to assess readiness for summative assessment (summative assessments delayed and content re-taught if formative assessments reveal lapses in student learning). The Science PLC meets as a whole as well in sub-groups to discuss student progress toward content mastery. Science AP Teachers</p>	<p>Project and Presentation Rubric</p> <p>Common Assessment Daily Warm-Up Example</p> <p>Birdhouse Rubric PBA</p> <p>Low Risk Assessment</p> <p>Science Quiz retake assignment</p> <p>AP Biology, Chemistry and Environmental Science use the College Board-provided Progress Checks as Formative Assessment, the Question Banks as Summative Assessment, the AP Videos for</p>

<p>use resources from The College Board via myAPClassroom.</p> <p>Math classes use daily warm-up activities as formative assessments to capture data on mastery of recent learning objectives. This allows teachers the opportunity to capture gaps in student learning and reteach as needed in a timely manner. They utilize common unit assessments and semester summative assessments across all sections of every course offered. PLCs at each course level meet frequently to share results of student learning and plan for coming units. Additionally, the use of project based activities and rubrics is incorporated where appropriate (Statistics, Financial Algebra, etc.).</p> <p>Social Studies uses common learning targets for specific units which are communicated to students either prior or concurrent with instruction. Learning targets developed in PLCs. The department uses common rubrics for summative assessments and uses a vocabulary summative assessment across the three levels.</p> <p>English uses common formative and summative assessments. They also use project based assessments in place of multiple choice quizzes when appropriate.</p> <p>VAPA uses in depth and specific verbal feedback provided for students to improve performance daily. Classroom discussion/group and individual project demonstrations to move students toward the learning target. Students are engaged with verbal critiques to convey big ideas, identifying improvement needs. These are low-risk assessments that help students grow. VAPA also provides career-mentoring, developing subject mastery to help prepare students interested in a career in the visual arts, developing an effective studio work ethic to complete large scale projects.</p> <p>PE has common formative and summative assessments. PE uses the same grading scale based on points. All Fitness 1 classes test students on the fitnessgram.</p> <p>SPED Case managers monitor individual student progress</p>	<p>content and review.</p> <p>Example of IM1 Daily Warm Ups</p> <p>Math 2 Chapter 8 Common Chapter Assessment</p> <p>Financial Algebra Buying House Project/Rubric</p> <p>Learning Targets - US History Copy of Q1 US History Prompt</p> <p>Playing assessments and feedback on: https://fcusd.musicfirstclassroom.com</p>
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based on formative, summative, and observational data in order to guide instruction both in a general education and special education setting. Data is also used to determine support needs when students are included into general education courses as well as when they are within the special education setting.

D2.2. Teacher and Student Feedback

CTE uses rubrics to specify learning targets/expectations and give feedback on meeting rubric requirements. This department also uses peer review of projects and skills. Peer Teaching techniques are also incorporated for students to demonstrate knowledge and ability after learning new skills

Math uses daily and unit-wide learning targets to assist students in being accountable for their learning. Daily learning targets are located on the board in many classrooms and handed out at the beginning of the unit in others. Low-stakes quizzes are given frequently within each unit for students to learn from. Unit tests are returned with feedback so that students can continue to improve, learn and grow. Most assessments are free-response so that students demonstrate what they can do and show why. Multiple choice assessments are rarely used.

Social Science uses standard rubrics to communicate students' success. They also conduct a peer review of formative assessments.

Science uses rubrics to specify learning targets and get immediate feedback. The use of daily and unit-wide learning targets are incorporated to assist students in being accountable for their learning. Daily learning targets are located on the board in many classrooms and handed out at the beginning of the unit in others. Peer grading occurs for specific and informative feedback. Frequent low-stakes formative assessments that are graded immediately are given regularly.

World Language uses daily lesson learning targets and unit

[Data Sheets for progress monitoring](#)

[CTE Readiness DashBoard](#)
[CTE Model Curr Stds: Introduction - Standards and Framework \(CA Dept of Education\)](#)

[Learning Targets](#) - Math (displayed daily in classroom)
[Learning Targets](#) - Math (copy of student feedback)

Science learning targets & rubric: [Biology IS2 Proficiency Scale Learning Targets \(for WASC\)](#)
[Forensic Science Example of Formative Assessment](#)
[Quizizz Formative Assessment](#)

Use of [PearDeck](#), [Quizizz](#),

<p>learning targets. Teachers provide daily feedback to students: verbal feedback during class; written feedback on assignments and projects. Formative and Summative tasks assess students' progress.</p> <p>VAPA provides in depth and specific verbal feedback for students to improve performance daily. Classroom discussion/group and individual project demonstrations are conducted frequently to move students toward the learning goal. VAPA provides career-mentoring, developing subject mastery to help prepare students interested in a career in the visual arts, and developing an effective studio work ethic to complete large scale projects.</p> <p>English uses common rubrics. Written and verbal feedback are given on essays and assessments.</p> <p>PE students are given verbal feedback during formative assessments from the instructor. Students receive peer feedback during peer reviews. Example: working as a group how many successful volleyball serves does an individual get on 10 attempts. Students are given summative assessments at the end of each unit. Examples of this are quizzes, tests, journal reflections.</p> <p>SPED feedback and data from assessments in general education and special education classes is used by case managers to assess if special education students are making progress toward goals and to make decisions about the next steps in their education.</p> <p>D2. Prompt: <i>Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.</i></p> <p>FHS uses common summative assessments in a variety of content areas such Math, Science, World Language, and English. Many teachers also use low-stakes formative quiz assessments. Many teachers, especially during distance learning, developed creative project based assessments as formative/summative assessments in place of multiple choice quizzes (English, World Language, Social Science and Career</p>	<p>Edpuzzle and Kahoot in class for low stake formative assessment. Carnegie Learning; Conjuguemos.com; Flipgrid.</p> <p>Art Demonstration Pear Deck; EdPuzzle; Quizlet; GoFormative; ExploreLearning Gizmos: Science Simulations Art Direct feedback in Google Classroom Assignment</p> <p>ERWC Rubric English 12 Rubric</p> <p>PE: Fitness Packet</p>
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Technical Education (APA). Peer grading opportunities exist for specific and informative feedback. In VAPA, both group and individual verbal constructive critiques are given. This involves live direct feedback using formal analysis and academic language and occurs daily and at the end of projects and assignments.

Folsom High School would like to have access to data from previous years in order to inform instruction. For example, math would like to have access to data for students in their current classes from the year prior. Science would like to have information from both math and science for their students from years prior in order to determine how best to instruct their current group of students. English would like information on previous years in English while social science would like information on both social science related data as well as English related data in order to best inform their instruction for that year. Specifically, the social science department would like assessment data on student vocabulary abilities in order to create instruction at the level of students taking the course.

In addition to student data, teachers would also be interested in being able to evaluate course pass rates as well as examining AP scores as they are directly related to their own teaching practices in order to improve on content instruction for future years. I-ready assessment as well as CASSAP assessment data are used to inform instruction, and teachers are interested in exploring other assessment tools in order to create a more comprehensive picture of student ability levels.

In addition to current formative and summative assessments, math would like to implement project based assessments in order to better evaluate the skills of all learners. As a whole, the staff would like more PLC time to review assessment results in an effort to help inform/modify instruction.

Special Education and General Education teachers utilize student progress data to support students as well as create remediation plans to support students to achieve to the best of their ability.

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Areas

Areas of Strength

1. Folsom High School implements the use of common assessments across core academic subjects.
2. Teachers use a variety of low-stakes formative assessments such as PearDeck, Kahoot, and GoFormative that are then used to drive/create instruction.
3. Multiple departments have implemented the use of Creative Project based Assessments.
4. Informal assessments and immediate feedback are present in daily classroom activities.

Areas of Growth

1. Instructors need better access to data to inform instruction.
2. More opportunities to use PLC (Professional Learning Community) time to share/review assessment data is needed.
3. Folsom High School would like a more comprehensive intervention assessment tool to better inform teachers of students' learning needs and to assist in bringing struggling students up to grade level.
4. FHS would like to provide students with both academic and nonacademic skills that will help prepare them for college and career life beyond high school.

Preliminary major student learner needs:

1. FHS students need to be taught academic and nonacademic skills that will prepare them for college and/or career life post high school.
2. FHS staff needs to implement an assessment tool to better inform them of their students' learning needs. They also need more opportunities to utilize PLC time to review assessment data and determine next steps for students, especially those who are struggling.

These needs tie into the following student learner outcomes:

Life-Long Learners:

Students will value and develop the skills necessary to support life-long learning

Critical Thinkers:

Students will develop critical thinking skills necessary for success in a competitive, global society

Effective Communicators:

Students will develop effective speaking, writing and listening skills

Globally Responsible Citizens:

Students will develop environmental and community responsibility

Analysis and next steps within the schoolwide action plan/SPSA:

As a school, FHS is working on developing and implementing more non-graded/low-stakes, formative assessments, as a tool to check for understanding of content prior to large, high-stakes, summative assessments. We are aware that some students, especially our subgroups of Hispanic, second language learners, and special education students are struggling academically. We are seeking ways to continue to support these students and implement equitable grading practices on our campus.

In relation to students receiving academic and non-academic skills to assist them post high school, our CHKS data has revealed a number of students on our campus who have reported feeling sad, anxious, or unable to cope. As a result of this, it is imperative that we address these needs in our schoolwide action plan to create an academic and emotional balance that they can carry with them beyond high school.

CATEGORY E: SCHOOL CULTURE & SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E1.1 Regular Parent Engagement</p> <p>Booster Clubs-Athletic and Music boosters---FHS Athletic Boosters is an organization, rather than a club; it has a governing board and each sport is represented. All fundraising activities for athletics are organized and run by this volunteer organization. They also support athletes by offering scholarships each year to seniors to help with college supplies.</p> <p>The FHS Music Boosters is also a fundraising organization that helps support the cost of uniforms, instruments, and travel to competitions for the music programs.</p> <p><i>We offer a variety of programs to ensure a positive</i></p>	<p>FHSAB- Folsom High School Athletics Boosters is an organization that oversees the funding of the various sports programs. It has a complete Board of Managers, Bylaws and non-profit status. There are agendas, rosters and minutes for each of the monthly meetings and the minutes, etc... are posted on the athletic website. The organization also offers 3-6 scholarships for senior athletes each year, depending on their fundraising efforts.</p> <p>The FHS Music Boosters has monthly meetings, a Board of Managers and they print out the Minutes each time. They support the music programs with fundraising activities.</p>

integration into high school. Examples of these are:

Link Crew is a support program for freshmen and transfer students. There are upperclassmen (junior and senior) Link Crew Leaders that are matched with a group of freshmen for the year to foster positive connections with peers, and provide guidance for those making the transition into Folsom High School’s campus culture.

Bulldogs Reaching Out (BRO) is an anti-drug program, where our students collaborate with elementary and middle schools in our district to provide a drug-awareness and prevention presentation to students.

Our Dog Walk event occurs in August before the instructional calendar begins.. This is open to students of all grade levels (9-12) to provide preparation for the onset of the school year.

Parent Information Nights are provided by our Counseling department, and offer information and instructions regarding registration, expectations for high school, and college readiness.

Every student is assigned with his/her own counselor. The counselors meet with each student individually at least once per year to assist students in selecting their courses for the next year. They also have office hours students are able to utilize regularly.

“So You Want To Be a Bulldog” Night is an event in January where we welcome incoming freshman students and their parents, introducing them to the elective courses, programs, clubs and athletics available to them at Folsom High School. There is also a parent orientation/presentation of sorts

The Link Crew advisors can provide a roster of Link Leaders and their respective groups of freshmen/transfers, their calendar of events (orientation and meetings), and meeting curriculum/content.

The advisors for Bulldogs Reaching Out can provide a schedule of their school visits, fundraiser details, community service activities, and a roster of club participants.

At the Dog Walk, students are able to take their yearbook pictures, obtain their school ID cards and class schedules, pick up Physical Education (P.E.) clothes, and this is also when Freshman Orientation (with Link Crew) takes place.

The sign-in sheets and presentation slides for the Parent Information Nights can be provided by the Counseling department.

The counseling department has copies of Registration Forms, and they provide their office hours (virtual or in-person) on the Counseling website linked in the school’s website.

At “So You Want To Be a Bulldog” Night, teachers, advisors, and representatives from the programs and organizations on campus set up their own booths with

<p>provided by the counselors and administration. Students can use this opportunity to plan their freshman year courses and look ahead at what is required of them over their four-year tenure.</p> <p>The Theatre Department participates in Readers Theater, sharing literature through dramatic reading and performance with participating elementary schools.</p> <p><i>Furthermore, we also use the following techniques to provide support to current students:</i></p> <p>Blackboard Connect is a program that allows our principal/administrators to send all parents mass emails.</p> <p>TeamUp Calendar is an online and interactive platform to notify parents and students about upcoming events.</p> <p>Home Campus is a platform that is used by coaches and athletic directors. It is also used for emailing team athletes and parent/guardians pertinent info in a timely manner.</p> <p>Athleticclearance.com is used by Athletics so parents can athletically register their athletes for sports. They can upload sports physicals and sign all required forms. It then pushes over to Home Campus for coaches, AD and Administration to reference.</p> <p>Powerschool is the grading software that provides parent and students access to grades, and serves as a convenient portal in which to exchange parent/teacher emails. It is our student information system that allows us to manage a wide range of information like grades, attendance, test, demographics, courses and activities.</p>	<p>presentations/information. Evidence includes department handouts outlining course pathways, as well as sign ups for extracurricular activities/electives/sports.</p> <p>There are a series of photos, videos, and scripts that are produced with each Readers Theater.</p> <p>Supporting current students</p> <p>We support our students by communicating in Blackboard Connect regularly.</p> <p>Team Up Calendar</p> <p>Email Emergency Cards Schedules Rosters Transportation/Parent Designated Drivers List Facilities Use</p> <p>Athletic Clearance Website</p> <p>Powerschool provides immediate student feedback as soon as grades are posted. This helps to ensure students are aware of their grades and gives them the opportunity to address problems or falling grades as soon as it is recognized.</p>
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<p>Educational Technology and Information Systems (ETIS) Tech Support website allows students and parents to submit requests for help with school-issued technology.</p> <p>Parent Teacher Student Association (PTSA), School site council to allow parents the opportunity to be involved in school decision-making. “School Site Council is a ten-member team containing the principal of the school or his designee; school personnel...and classroom teachers employed at the school, ...The council also contains parents of pupils attending the school, ... The number of parent and/or community members and pupil members selected is equal to the number of school members selected.”</p> <p>In Google Classroom, teachers are able to add parents to classes in order to monitor their students’ progress. Google Classroom is the adopted software for posting student assignments, receiving student work and communications, as well as posting relevant information. Google Classroom is divided into class sections and managed by individual teachers. Teachers use Google Classroom for posting assignments, and parents can be added so that they can see what their students are doing and read teacher comments</p> <p>IEPs, 504, Students Study Team (SST) Meetings allow staff to provide feedback and create appropriate support for students.</p> <p>The Bulldog Bulletin is a student created and produced video bulletin about school and community events. It is broadcast to</p>	<p>ETIS Tech Help website</p> <p>PTSA, School site council</p> <p>FCUSD.org/tech has Google Classroom help in multiple languages. They also have information for students.</p> <p>Logging Into Your Chromebook and Accessing Google Classroom/Clever (English)</p> <p>Logging Into Your Chromebook and Accessing Google Classroom/Clever (Spanish)</p> <p>Google Classroom Resources for Students</p> <p>IEPs (Individualized Educational Plan), 504, SST (System Support Team) meetings- These are held throughout the school year. Teachers, Counselors, Administrators and Behavior and Language specialists attend to determine student needs and modifications for learning.</p> <p>The Bulldog Bulletin is a brief</p>
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<p>the student body daily (bi-weekly during distance learning).</p> <p>Students can receive tutoring from a FHS peer (junior or senior) for a variety of core classes. World Language Scholars also offer peer tutoring</p> <p>Parent/student/counselor communication is ongoing and available for specific hours. Counselors are available for appointments and can be contacted via phone or email.</p> <p><i>Lastly, we also provide opportunities for community engagement and family and community involvement through the following:</i></p> <p>Academic Decathlon (ACA-DECA) is a national academic competition which takes place every year covering a variety of topics from math, science, history, music, and speech which is hosted by SCOE (Sacramento County Office of Education).</p> <p>Interact is a student-led volunteer club that is affiliated with the international Rotary Club.</p> <p>Principles of Engineering Folsom Zoo- Second year engineering class participates in projects for FolsomZoo. Folsom High School Zoo Project is a yearlong activity challenging 30 students in their Principles of Engineering (POE) class to design habitats and enrichment items for their animal customers.</p> <p>Career and Technical Education (CTE) Summer Preceptorship is a job shadowing program. Students apply for a preceptorship and receive an appropriate assignment based on their interests. It is a work based learning course that includes a combination of in-class and on-the-job experiences. The preceptorship introduces students to a professional in their fields of interest, and enhances their abilities to make an informed career choice in preparing for college. The</p>	<p>Folsom High weekly communication for students and staff.</p> <p>Peer tutoring- World language scholars/math</p> <p>FHS Counseling Page</p> <p>Community engagement/Family and community involvement</p> <p>ACA-DECA advisors can provide a roster of student team members, and results from competition.</p> <p>Interact Advisors can provide a roster of students in the club, an event calendar, and a log of student service projects.</p> <p>Principles of engineering Folsom Zoo: photos and final products from students who participate. Examples of projects include a wolf-hybrid sandbox, a special barrel that bears can manipulate to access treats, and a bear bed. Photos</p> <p>CTE Summer Preceptorship: Students receive CTE credits (5 credits) for completion of the program. Examples of placement locations include medical facilities, engineering services, technology facilities, public service facilities (police,</p>
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preceptorship will provide students with a career experience supervised by an expert or specialist in the particular field. Emphasis will be placed on learning about a specific industry sector, gaining experiences in the workplace, the development of soft skills, and an understanding of leadership, teamwork and project management. Students will keep a journal of their experiences and present a research project at the end of the course.

Workability- students in special education participate in job coaching through the community through the state Workability program.

PC Pals was established with employees of Intel. PC Pals is an email-based mentoring program. Students are paired with Intel employees/retirees during the school year, exchanging emails once or twice per week, with the teacher determining what types of topics to cover and using the program to augment what they are doing in the classroom. The program offers an opportunity for students to: Develop their writing and communication skills, receive mentoring and feedback from a local business person, receive encouragement and support for their schoolwork and the lasting impact of a good education. Students in computer courses communicate, via email, with the Intel employees, who serve as mentors, and learn about what jobs they perform for Intel. This program was established to support students interested in pursuing careers in computer technology. Intel corporation offers summer internships to Folsom High students.

The visual arts department participates with Folsom Lake Community College and 10 other regional high schools in the biannual Folsom Lake Invitational/ Art Show at the Bank of America Gallery.

World Language Scholars is an honor society for language students that provides free weekly tutoring to FHS language students; sponsors our annual International Night which is a cultural celebration of food, talent, and country booths; provides three annual college scholarships to essay-writing contest winners.

Folsom High School utilizes technology, fundraising programs, over more than 40 student-led clubs that meet regularly, and Peer Tutoring (student to student) to support

parks/rec, IT).

[Workability](#)

[PC Pals--Intel
Intel Internships](#)

Folsom Lake Invitational/Art Show turns out numerous student products, as well as a record of participants and awards.

[World Language Scholars](#)

<p>current students.</p> <p>Folsom High School partners with community organizations in order to enhance student learning, provide extracurricular opportunities, and prepare students for college and careers.</p> <p><i>E1. Prompt:</i> Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.</p> <p>Folsom High School exhibits a high level of parent involvement as evidenced by high turnouts of parent participation and interest in the variety of school related functions.</p> <p>Folsom High continually hosts at-capacity football games, sporting events, music and theater performances as well as Bulldog Walks and Back to School Night. Folsom High parents are engaged and active in their student's education.</p>	<p>See above for specific events and evidence</p>
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E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E2.1. Safe, Clean, and Orderly Environment</p> <p>The Student Senate is used as a vehicle for students to raise concerns about safety or cleanliness.</p> <p>FHS does regular and routine lockdown and fire drills. Drill policies are posted for staff and students in PawsPort and in classrooms and reviewed each class period by each teacher at the beginning of the year.</p> <p>The school uses the Catapult electronic mass messaging system. The Catapult System reaches teachers/staff and parent contacts registered with the school.</p> <p>Teachers and staff use online access monitoring systems. GoGuardian provides teachers with a portal to direct students' attention to specific online resources and close off-topic tabs on one or more devices. The goal of GoGuardian for teachers is to help keep students on-task and away from inappropriate content.</p> <p>FHS campus has a Student Resource Officer (SROs) and security monitors that are visible on campus and are responsible for maintaining a safe learning environment.</p> <p>The custodial and grounds staff are outstanding at maintaining a clean and safe environment.</p>	<p>Senate Minutes</p> <p>Classroom Emergency Procedures Checklist and Evacuation Route postings</p> <p>Messaging system</p> <p>GoGuardian</p> <p>On our staff email lists, radios, etc. Consistent presence and communication with staff and good rapport with students.</p> <p>Daily cleaning procedures as well as weekly</p>

<p>24-hour electronic monitoring of the campus is installed for extra security and safety.</p> <p>Signs and campus monitors are essential to monitoring and maintaining a tobacco free campus.</p> <p>Workplace safety standards taught and observed in CTE courses (OSHA [Occupational Safety and Health Administration] 10).</p> <p>E2.2. High Expectations/Concern for Students</p> <p>FHS has provided students with campus maps through posters around campus and in student planners.</p> <p>FHS has a Wellness Center centrally located on campus for students to drop in and/or make appointments with mental health specialists. In addition, the Wellness Center provides a website available for students to access through digital resources and a SEL Teams classroom for subject-specific SEL drop-ins and resources.</p> <p>Mental Health Specialists (MHS's) are Licensed Clinical Social Workers or Marriage and Family Therapists. Teachers work collaboratively with their student's academic counselors and Assistant Principals to support students. When needed, students are referred to MHS's for brief school-based counseling or community referral.</p> <p>Tier 1 social-emotional learning lessons are taught by teachers in all Advisory classrooms and by MHS's in Applied Psychology, Study Skills, and Advisory classrooms.</p> <p>There are diverse club offerings from athletics to lifestyle available for students to join and participate in.</p> <p>The current bell schedule has study hall or make-up opportunities built into the schedule 2x a week with PAWS. In</p>	<p>grounds-keeping and deep cleaning projects</p> <p>Daily COVID screening checklist via Frontline</p> <p>Security cameras and bathroom VAPE sensors and smoke detectors, signage.</p> <p>PAWSPort Signs</p> <p>Wellness Center Presentation (Motivation)</p> <p>To provide support for struggling students, school counselors, principals, case managers, and nurses make referrals through the FHS_MHS Referral form.</p> <p>Lesson Plan (Depression/Anxiety) Lesson Plan (Mindfulness)</p> <p>FHS supports over 52 active clubs on campus for extracurricular opportunities.</p> <p>PAWS</p>
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<p>addition to the above programs and information, through our PAWS period and Intervention to support students' additional academic needs has been implemented.</p> <p>Student Learning Outcomes (SLOs) are statements that specify what students will know or be able to demonstrate at the completion of the class period or specified time.</p> <p>FHS has joined Stanford's Challenge Success program, designed to improve student well-being and engagement with learning through research-based strategies. In order to assist students with time management skills, teachers have hung in their classrooms calendars. In the PAWSport planners, FHS has several pages dedicated to scheduling and time management skills as well. FHS has implemented a student panel to foster communication between parents, teachers, and students.</p> <p>Positive Behavioral Interventions and Supports (PBIS) Committee/Coordinators. Character Counts awards are awards given to students through our PBIS program that encourages students to have positive attitudes and good behavior.</p> <p>Substance Abuse Awareness Programs are offered on campus. These include: Every Fifteen Minutes (EFM) program, Healthy Kids Survey, Tobacco-use Prevention Education (TUPE) as programs to support positive behaviors.</p> <p>Students complete a Social-Emotional Learning Survey weekly in Advisory (PAWS). Counselors and administrators review the results and make contact with students who have marked that they are feeling unhappy or are struggling emotionally. A Google Sheet is created for each teacher with the results cumulatively collected since the beginning of the year. Each week it is checked by administration and students are contacted if the self-reported level is 2 or less.</p> <p>FHS has created a Culture and Diversity Student Council made up of students and staff to address inequities on our campus. Students meet once a month for special speaker presentations and discussions. Student representatives then</p>	<p>SLOs are posted in classrooms.</p> <p>Calendars in Classrooms PAWSport</p> <p>Character Counts Awards</p> <p>Every Fifteen Minutes is a multi-day program involving a simulation of a devastating car accident and the subsequent impact to the immediate families and surrounding community.</p> <p>Healthy Kids Survey TUPE Google Form</p> <p>Students volunteered for the Culture and Diversity Student Council. Meetings occur</p>
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<p>report out to their Advisory classes. The FHS teachers monitor Meeting minutes, and provide video presentations, and guest speakers to help students navigate through high school life.</p> <p>The Counseling Department conducts Parent Information Nights to provide important information about upcoming events.</p> <p>Parent/student/counselor communication is ongoing and available for specific hours. Counselors are available for appointments and can be contacted via phone or email.</p>	<p>monthly. A link to the Google Classroom is provided. Agendas, minutes and copies of informational videos are contained in the link. Link to Google Classroom:</p> <p>Fliers are emailed to families informing them of upcoming information nights. Hard copy fliers are also posted around campus and sometimes sent home with students.</p> <p>Counselor hours are posted on the high school website as well as email addresses.</p>
<p>E2.3. Atmosphere of Trust, Respect, and Professionalism</p> <p>Teachers meet in PLCs (Professional Learning Communities) on a regular basis. PLC agendas clearly state agreed upon norms and keep meeting notes.</p> <p>FHS encourages faculty and staff to engage in a wide variety of district training. The district provides a list of training on the GoSignMeUp website.</p> <p>Professional Development Committee of FCUSD is tech based and sends out a regular newsletter to staff.</p> <p>Staff professional development and training provided for faculty. Examples include the Phil Boydt seminar/workshop, Therapeutic Crisis Intervention (TCI), and the Safe Space Training for teachers (Gay-Straight Alliance [GSA]).</p> <p>Community-building workshops exist for a cross-section of students to enhance understanding and connection. Breaking Down the Walls, a school-wide activity, that allows students and teachers to interact with others they may not already interact with to foster more school culture and togetherness between persons.</p>	<p>PLC Agendas/Minutes are written on a shared Google Doc for all PLC members and admin to access. GoSignMeUp</p> <p>Technology newsletter including updates and course listings.</p> <p>TCI Safe Space Training</p> <p>Breaking Down the Walls</p>

<p>Thorough community outreach and communications exist for staff, parents, and students. Examples include “So You Want to be a Bulldog” Night, Back to School Night, Folsombration, email, mass texts, Twitter posts, Link Crew, counseling registration presentations, PAWS guest speaker presentations, Bulldog Bulletin, announcements through the Remind app, and other social media outlets.</p> <p>Back to School Night: Back to School Night (BTSN) is an event, usually in the evening in the third week of the school year, where parents and families of Folsom High School students meet with students’ teachers. Parents rotate through students’ schedules according to a BTSN “Bell Schedule”, visiting each teacher’s class. Teachers give short presentations and answer questions about expectations in their classes. Parents have an opportunity to learn about key due dates or projects/tests that their child will need to be aware of during the school year.</p> <p>Weekly Principal messages are created and sent to all students on Fridays. Messages relay important upcoming information. Principal creates and shares weekly videos to present important or upcoming information to families.</p> <p>Staff members are encouraged to highlight specific staff members via staff “Shout-Outs”. An example of this includes using the Padlet application to celebrate specific teachers for their outstanding work.</p> <p>Each month a teacher is selected by Student Government for the Teacher of the Month (the Bulldog Award). This award is presented at our monthly staff meeting.</p> <p><i>E2. Prompt: Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.</i></p> <p>Folsom High recognizes the importance of mental health and is actively involved in providing opportunities for personal assistance and a safe environment.</p>	<p>Events Text Messages Social Media Posts Guest Speakers Bulletin</p> <p>BTSN Bell Schedule and information can be provided by administration.</p> <p>Video</p> <p>Padlet Staff “Shout Out”</p> <p>The announcement of the Teacher of the Month award at monthly staff meetings.</p>
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<p>Folsom High is actively engaged in proactive safety concerns. Messaging is consistent and widespread.</p> <p>Areas to improve: Student accountability for on campus cleanliness. Students are encouraged to take more personal responsibility in cleaning up after themselves.</p>	
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E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional, and multi-tiered support to help ensure student learning, college and career readiness, and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E3.1. Academic Support Strategies for Students</p> <p>Folsom High School has implemented and been a part of a program called Challenge Success through Stanford University, which aims to implement support with and identify needs for time management with both school, personal, extracurricular activities. Meeting minutes from the challenge success meetings provide feedback which is used to develop lessons and strategies to share with students.</p> <p>Through Challenge Success some teachers have implemented the use of dry-erase wall calendars to help identify when students have assessments, so as to work to avoid oversaturation of assessments by multiple teachers at any given time. A time-wheel worksheet is provided to students so they can track how they are spending their time and work to identify areas of improvement, so as to reduce anxiety, increase the amount of sleep, and become more efficient.</p> <p>FHS offers Foundations Mathematics classes for Integrated Math 1, 2, and 3 which serve to prepare students for the standard math course pathway to help ensure their success.</p> <p>Math Intervention is offered during the school day and after</p>	<p>Minutes</p> <p>Calendar</p> <p>Time-wheel worksheet</p> <p>Foundations Math courses</p>

<p>school on Mondays and Tuesdays, and serves to help ensure the successful completion of math courses required for graduation. Intervention rosters are developed to pull students for intervention during courses in which they are struggling.</p> <p>FHS periodically offers Study and Professionalism Instructional Lessons (Tips and Tricks) to students, typically during the PAWS period. PAWS lessons are provided during PAWS via video and/or powerpoint. PAWS is built into our schedule to ensure time for additional support.</p> <p>RTI (response to intervention interventions) and outreach is offered to students who may need additional support to achieve academic goals.</p> <p>The World Language Scholars Society provides weekly after-school tutoring.</p>	<p>Intervention roster</p> <p>PAWS Lesson</p>
<p>E3.2. Multi-Tiered Support Strategies for Students</p> <p>To support our more advanced students, many Advanced Placement classes are available, as well as a variety of general courses and electives to foster a well rounded education. One such opportunity is yoga and mindfulness during PE, designed to reduce student stress and improve mental wellbeing.</p>	
<p>Through Challenge Success we have implemented Social Emotional Learning strategies acquired from the Stanford University conference. As part of this, teachers support students by offering flexible due dates in many cases. There is also some coordination of due dates amongst teachers/subjects in order to spread out due dates for projects.</p>	<p>Major projects with a window of time for due dates/rolling due dates. Many teachers use the Stanford calendar to make test dates and project dates flexible in order to not overwhelm students.</p>
<p>Foundations Mathematics classes are offered for Integrated Math 1, 2, and 3 to support struggling students. Furthermore, FHS offers a plethora of math classes, such as AP Statistics, AP Calculus AB, and AP Calculus BC, Advanced Financial Algebra, and Personal Business Finance.</p>	
<p>Intervention is offered during the school day and after school on Mondays and Tuesdays. Intervention was offered everyday during distance learning. Furthermore, PAWS serves as an</p>	<p>iReady and Intervention classes.</p>

<p>is administered to all freshmen during physical education classes to assess their overall physical health. Students who do not pass 5 of the 6 physical tests are enrolled in P.E. their sophomore year.</p> <p>The FHS staff uses collaboration to analyze student assessment data via Professional Learning Communities by department and grade level. Illuminate is an assessment platform offered by the district that allows PLCs to easily disaggregate their data.</p> <p>Students are offered Credit Recovery through APEX online courses, class retakes during the year, and through summer school. Credit Recovery is a program that we offer that's designed to raise a student's grade from a D to a F, even after the semester has ended. It's meant to be a better substitute to summer school, since the students have more time to complete the lessons.</p> <p>Students can take Success 101, an academic/organizational/study support class.</p> <p>FHS offers alternative education classes to homeschool, at risk, independent study students.</p> <p>Students in Special Education are included in many general education classes with support. These students also have opportunities to participate in clubs and sports that are designed for inclusion.</p> <p>Folsom High is supported by multiple Mental Health Specialists (MHS). Students are asked to complete a weekly SEL survey during distance learning. Students receive SEL lessons and workshops during PAWS.</p> <p>Every two years Folsom High brings the program Breaking Down the Walls to the students body in an effort to increase student empathy and awareness.</p> <p>Link Crew leaders connect to freshman students throughout the year in order to offer ongoing support.</p>	<p>FitnessGram</p> <p>PLC Illuminate</p> <p>APEX Courses</p> <p>Bulldogs Baristas Unified Sports Alliance for Bulldog Inclusion Club Meeting Minutes</p> <p>Mental Health Services Referral form, Powerschool log entries</p>
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E3.4. Co-Curricular Activities

Throughout the school year, a variety of activities are offered, including rallies, musicals, plays, art shows, athletics, and student government sponsored activities before, during, and after school. Many of these activities are filmed and are available for later viewing on YouTube and are played during our Bulldog Bulletin.

Rallies, which are events that celebrate different highlights throughout the year, are built into the bell schedule so all students and teachers attend; examples include acknowledging sports teams, awards (academic/athletic), special assemblies, competitions between classes.

Musicals and plays are offered to the student body and staff, in addition to the general public. FHS students perform in these musicals.

Folsombration is a yearly event that takes place at the end of the year and includes works produced by visual art students and engineering students. Folsombration: A full school day spent to celebrate work that Folsom High School students have created; such as art, engineering and physics.

Academic Decathlon - national academic competition which takes place every year covering a variety of topics from math, science, history, music, and speech which is hosted by SCOE

Mathletes - Students compete in mathematical competitions, which both increases their mathematical knowledge and enjoyment for the subject.

Arts in Action during PAWS - The Visual and Performing Arts department hosts an annual presentation during PAWS which integrates Visual Arts, Digital Art, Music and Theatre in a collaborative celebration.

Sports-a-Rama is a week-long program that celebrates fun team activities that are built on sportsmanship and team spirit between each class (9, 10, 11, & 12 grades)..

International Night - Sponsored yearly by the World Language

Calendar, bell schedule for rally days (all provided on school website)

Bulldog daily bulletin videos

Bi-monthly newsletters

[Folsom High website](#)

[FHS Athletics Page](#)

[Folsom Music Boosters Website](#)

[Student Activities website](#)

<p>Student Scholars to promote cultural understanding and appreciation.</p> <p>Soap Box Derby - Students create their own wooden cars with a weight limit and compete on a downward slope to see which one is the fastest.</p> <p>Folsom High School offers a wide array of individual and team sports activities for all students. These are offered over the course of the entire year. Some students engage in several sports. The sports atmosphere creates a cohesive culture amongst the students and the community.</p> <p>Folsom Jazz Festival - Annual Jazz Festival event hosted by Folsom High School featuring bands from all over the state.</p> <p>Folsom Marching Band Festival - Annual Marching Band Festival hosted by Folsom High School featuring Marching Bands from all over the state.</p> <p><i>E3. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.</i></p> <p>Folsom High school offers a wide variety of multi-tiered support strategies for students. Folsom High teachers are well-trained in offering multi-tiered and differentiated instruction. The strategies have a positive impact on student learning and well-being. Folsom High school also offers a wide variety of co-curricular activities as evidenced above.</p>	<p>Photos of International Night</p> <p>Athletic Website and Facebook postings DogPack organized by Student Government class. Posters, Themes for games, Spirit weeks coinciding with big sports events.</p> <p>Concerts and hard copy programs featuring schools, bands, schedules, and venues.</p>
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ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Areas of Strength

1. We have implemented strategies for improving students' time management skills.
2. Folsom High embraces and supports many different intra- and extra-curricular activities across campus, both during the regular school day and outside the regular school day.
3. We are committed to providing as many opportunities for students to enroll in as many different classes as possible with the appropriate balance for unique student needs.
4. School resources are being used effectively to provide/maintain a safe, clean, and orderly environment.
5. Campus announcements make emphasis on student well-being clear and consistent, and serve to make the administration team more accessible to the student body.

Areas of Growth

1. FHS school culture is heavily cellphone dependent.
2. Vaping and marijuana usage seems very prevalent.
3. FHS academic culture is heavily focused on instant affirmation/gratification responses from staff.
4. Fostering connections among different subcultures/groups on campus.
5. Students are still “doing school” (Not fully engaged in the learning process. Essentially just doing the work without the desire to learn.). - FHS needs to continue to promote a spirit of mindfulness towards reducing educational anxieties and practicing self-care.
6. Need continued emphasis on effective and streamlined communication between support staff, teachers, parents, students, etc.

Preliminary major student learner needs:

1. Students need to balance academics and emotional health.
2. FHS needs to foster connections among different subcultures/groups on campus.

These needs tie into the following student learner outcomes:

Life-Long Learners:

Students will value and develop the skills necessary to support life-long learning

Critical Thinkers:

Students will develop critical thinking skills necessary for success in a competitive, global society

Effective Communicators:

Students will develop effective speaking, writing and listening skills

Globally Responsible Citizens:

Students will develop environmental and community responsibility

Analysis and next steps within the schoolwide action plan/SPSA:

Similarly to our Category D findings, FHS students need to create a balance in their lives between academics and emotional health. Our CHKS data has revealed a number of students on our campus who have reported feeling sad, anxious, or unable to cope. As a result of this, it is imperative that we address these needs in our schoolwide action plan to create an academic and emotional balance that they can carry with them beyond high school.

Additionally, there is a need to continue to foster connections on campus among different subcultures/groups on campus. We began a Culture and Diversity Student Council group prior to the pandemic, but it quickly came to a halt when we entered into distance learning. During the 2021-22 school year we have gotten back on track with educational readings and discussions to continue to foster these connections.



**2021 WASC Self Study:
Chapter Four
ANALYSIS OF STUDENT
NEEDS**

Chapter IV

SYNTHESIS OF SCHOOLWIDE SCHOOLWIDE STRENGTHS AND AREAS OF GROWTH FOR CONTINUOUS IMPROVEMENT

Synthesize schoolwide areas of strengths and list numerically.

1. Very strong sense of FHS as a highly visible, high performing organization in many areas--arts, academics & sports within our school and community. (Category A)
2. FHS continues to offer more college and career readiness opportunities, including expanding CTE pathways and course offerings within and beyond the CTE department. (Category B)
3. Students are increasingly finding ways to achieve specialized diplomas, including the APID, the AP Capstone Diploma, etc. (Category B)
4. Clear expectations of learning goals through provided learning targets. (Category C)
5. Students engaged in rigorous learning across all disciplines. (Category C)
6. Highly qualified teachers committed to lifelong learning. (Category C)
7. Folsom High School implements the use of common assessments across core academic subjects. (Category D)
8. Teachers use a variety of low-stakes formative assessments such as PearDeck, Kahoot, and GoFormative that are then used to drive/create instruction. (Category D)
9. Folsom High embraces and supports many different intra- and extra-curricular activities across campus, both during the regular school day and outside the regular school day. (Category E)
10. We are committed to providing as many opportunities for students to enroll in as many different classes as possible with the appropriate balance for unique student needs. (Category E)
11. School resources are being used effectively to provide/maintain a safe, clean, and orderly environment. (Category E)

Synthesize schoolwide growth areas for continuous improvement and list numerically.

1. Special education students need to receive support from well qualified instructional assistants in order to increase their academic knowledge and performance. (Category A)
2. Continue to allocate time and resources for annual vertical alignment within and among disciplines to ensure cohesion in academics for all students on campus. (Category B & C)
3. Continue using resources (from industry and universities/colleges) to expand student understanding and learning to offer all students real-world and career relevance in their education. (Category B & C)
4. Continue to find ways to offer intervention, remediation, and opportunities for success for all students to increase their academic performance. (Category B)
5. Collect & utilize data on differentiated instruction, including indicators of

effectiveness for all students to close educational gaps of all students as well as our subgroups of Hispanic students, second language learners, and special education students. (Category C & D)

6. FHS would like to provide students with both academic and nonacademic (social-emotional) skills that will help prepare them for college and career life beyond high school in an effort to help all students be prepared for life post high school. Students are still “doing school” (Not fully engaged in the learning process. Essentially just doing the work without the desire to learn.). - FHS needs to continue to promote a spirit of mindfulness towards reducing educational anxieties and practicing self-care. (Category D & E)
7. Fostering connections among different subcultures/groups on campus for all students in order to create an inclusive campus culture. (Category E)

Confirm areas already identified by the school in the schoolwide action plan/SPSA goals.

1. Continue to find ways to offer intervention, remediation, and opportunities for success for all students to increase their academic performance.
2. Collect and utilize data on differentiated instruction, including indicators of effectiveness for all students to close educational gaps of all students as well as our subgroups of Hispanic students, second language learners, and special education students.
3. FHS would like to provide students with both academic and nonacademic (social-emotional) skills that will help prepare them for college and career life beyond high school in an effort to help all students be prepared for life post high school. Students are still “doing school” (Not fully engaged in the learning process. Essentially just doing the work without the desire to learn.). - FHS needs to continue to promote a spirit of mindfulness towards reducing educational anxieties and practicing self-care.

Identify any additional areas to be added to the schoolwide action plan/SPSA that have been identified by the visiting committee.

1. Because of the implementation of the CCSS Folsom High School recognized that it will need to devise a cohesive process for collecting, analyzing and creating a plan of action to share assessment data to address student success.
2. FHS counseling staff and leadership acknowledged they have a process to meet with students to develop a personal four year graduation plan; a concern was expressed that there was not an adequate number of counselors to accommodate all student needs and academic counseling.



2021 WASC Self Study:
Chapter Five
SCHOOLWIDE ACTION
PLAN

Chapter V

SCHOOLWIDE ACTION PLAN & GOALS

Goal 1:	Folsom High School will develop and implement consistent, equitable assessment strategies that encourage a growth mindset.
Rationale/Critical Need:	<p>Folsom High School students have indicated a high rate of feeling as if they are “doing school” as measured by our Stanford/Challenge Success Survey (CHKS) (2018/2019) and the annual California Healthy Kids Survey. Through collaboration with Stanford’s Challenge Success coaching team, FHS learned that the ratio of students feeling as if they are “doing school” is higher than at comparable schools. Since 2018/2019, FHS has worked to ensure relevance through academics.</p> <p>This shift involves a deep reflection on our assessments and a move toward developing a growth mindset through assessment strategies. The shift also includes a move toward mastery learning through low to no stakes formative assessments and mastery learning with strategic opportunities for summative assessment retakes.</p> <p>Consistent, systemic grading practices are an equity issue that supports achievement for all but also addresses some of the concerns we have with supporting our special education, English learner and Hispanic subgroups.</p>
Supporting Data:	<p>Analysis of academic, letter grade data indicates a significant percentage of students who earn D and F grades. D/F rates also indicate potential inconsistencies between teachers in some PLCs. Students and parents also report concerns of inconsistencies in grading policies between teachers within a PLC. Enrollment data indicates an annual decline of between 60 and 83 students per year, often due to credit deficiency as students move from Folsom High to Folsom Lake High (alt ed) or Walnutwood (independent study).</p>
Growth Targets:	<p>Reduce the number of credit deficient students disenrolling from Folsom High by 10% annually over the next six years for a total of a 60% reduction.</p> <p>Annually increase by 3% the number of 11th grade students who indicate “pretty much true” or “very much true” regarding positive “Academic Motivation” as measured by the CHKS.</p>

	<p>Annually increase by 3% the number of 11th grade students who indicate “pretty much true” or “very much true” regarding positive “Belief in Self.”</p> <p>Decrease academic A-F discrepancies between teachers within PLC’s.</p>
District Goals Addressed:	<p>LCAP 2.2: Increase the high school graduation rate and decrease the dropout rate for all students.</p> <p>LCAP 6.6: Grad rate focus; monitor yearly high school progress to ensure all student make annual progress toward graduating within their 4 year cohort</p>
Impact on Student Learning:	<p>Students should develop more control over their learning process by developing a growth mindset through their engagement with a consistent assessment system that grades proficiency and not compliance. Students will experience additional opportunities to demonstrate proficiency, encouraging them to remain engaged in the learning process. Students should make a strong connection between their effort and their achievement.</p>
Means to Monitor and Report Progress:	<ul style="list-style-type: none"> ● Consistent monitoring and reporting of A-F data ● Consistent monitoring and reporting of enrollment trends ● Annual site surveys regarding growth mindset and academic engagement ● Annual analysis and reporting of CHKS results

Goal 1: Folsom High School will develop and implement consistent, equitable assessment strategies that encourage a growth mindset.

Tasks	Purpose	Responsible Persons	Resources, PD Required	Timeline
All teachers will be trained to develop clear, skill and knowledge based learning targets.	FHS recognizes the importance of grading students upon proficiency and not upon compliance. Consistent implementation of these grading practices is an equity issue.	FHS Admin, Leadership, Professional Learning Team, PLC leads	<p>FHS will continue to study and implement the strategies presented in three books: <i>Grading Smarter, Not Harder</i>; <i>Grading for Equity</i>; <i>Culturally Relevant Pedagogy and The Brain</i>.</p> <p>Additional training for PLC leads regarding implementation will be conducted.</p>	Grading Smarter, Not Harder and Grading for Equity studied and key concepts presented to staff prior during the 2021-2022 school year.

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				Culturally Relevant Pedagogy and the Brain studied and key concepts presented to staff by the end of the 2022-2023 school year.
Based upon clear learning targets, students will be required to conduct self-evaluation in all curricular areas. Appropriate frequency of self-evaluation will be determined by each PLC in consultation with supporting administrators.	Self evaluation is critical to developing learning through a growth mindset as well as being critical to student motivation and relevance.	FHS Admin, Leadership, Professional Learning Team, PLC leads	Time for development of self-evaluation strategies. Possible enrichment of self-evaluation strategies specific to each academic area.	Teachers will implement strategies with agreed upon frequency starting with the 2022-2023 school year. Strategies and resulting data will be analyzed in PLCs in an ongoing manner.
Staff will implement grading systems based upon content and skill mastery, not upon compliance.	Consistent implementation of these grading practices is an equity issue.	FHS Admin, Leadership, Professional Learning Team, PLC leads	Continued opportunities for book studies and professional development. FHS will partner with FCUSD to look for PD opportunities for PLC leads and Leadership Team.	Each PLC will develop an appropriate implementation timeline prior to the 2022-2023 school year.
Staff will implement strategies that encourage students to adopt a growth mindset and develop control over the learning process.	Understanding and developing a growth mindset is critical to student control over the learning process and leads to increased relevance.	FHS Admin, Leadership, Professional Learning Team, PLC leads	Continued opportunities for book studies and professional development. FHS will partner with FCUSD to look for PD opportunities for PLC leads and Leadership Team.	Each PLC will identify and implement strategies specifically for the purpose of teaching and developing a growth mindset prior to the start of the 2022-2023 school year..
PLCs and/or singleton teachers will develop and implement the use	Clear rubrics are critical to all areas of an equitable	FHS Admin, Leadership, Professional	Potential need for training on rubric development and use in	Ongoing process of development

Folsom High School ACS WASC/CDE Self-Study Report

of clear rubrics when appropriate.	assessment system including student self-evaluation.	Learning Team, PLC leads	specific subject areas.	and revision. Departments and PLC's will share sample rubrics used with the entire staff prior to the end of the 2022-2023 school year.
Parents and students will be educated regarding grading upon proficiency, growth mindset and student self-evaluation.	Parents and students will need to understand the reason for the shift in grading practices. Students and parents will need to understand potential outcomes and how to navigate the expectations.	FHS Admin, FHS Leadership Team	Likely not needed.	Starting the 2022-2023 school year, strategic communication will be shared with parents and students.
FHS will survey students annually to determine growth mindset, equity and academic engagement.	We will need to annually measure progress related to this goal as well as measure the effect on learning and mental health.	FHS Admin, FHS Leadership Team	Likely none. If funding is available, we might consider partnering with a data collection agency like the group that works with Challenge Success.	Survey to be conducted in September and May annually. First survey to be conducted in September of 2022.

Goal 2:	Folsom High will develop and implement a comprehensive, four-year academic and SEL competency matrix.
Rationale/Critical Need:	<p>Folsom High School students have indicated the need for a more balanced approach to their academics as measured by the California Healthy Kids Survey (2018/2019) and our Stanford Challenge Success student survey. Through these surveys, FHS determined that while our students continue to be academically successful, they feel high levels of stress, leading to the need for regular SEL lessons.</p> <p>By consistently addressing both SEL and academic competencies, FHS will build capacity within its students to be able to better manage mental health, while developing skills that are important to being academically successful.</p>
Supporting Data:	Analysis of the FHS California Healthy Kids Survey, Stanford/Challenge Success survey data. Multiple student-led

	conversations based on tenets of Challenge Success indicated the need to address SEL and academic competencies to provide students the skills necessary to be successful academically, as well as balanced in order to maintain their mental health.
Growth Targets:	Decrease the number of students who report feeling sad, anxious, or unable to cope as reported by the California Healthy Kids Survey. Decrease the parent reports of lack of support for student’s SEL needs as reported via the California Healthy Kids Survey.
District Goals Addressed:	LCAP 3.1: Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
Impact on Student Learning:	Students need to be provided the skills that will allow them to be both academically and emotionally balanced. By focusing on SEL and academic competencies, students will learn skills that support both their desire to be successful and their need to be mentally healthy.
Means to Monitor and Report Progress:	Consistent monitoring of SEL through Panorama and 1-5 surveys. Annual analysis and reporting of the California Healthy Kids survey.

Goal 2: Folsom High will develop and implement a comprehensive, four-year academic and SEL competency matrix.

Tasks	Purpose	Responsible Persons	Resources, PD Required	Timeline
Teachers, admin, students and parents will collaborate to identify the SEL skills to be addressed through the four-year matrix.	FHS understands the importance of building SEL skills within our student body to support their mental health needs in conjunction with their academic pursuits.	FHS Admin, Leadership, MHS, Counselors, students, parents	Training from district SEL coordinator on SEL skills for faculty and staff. Training for PLC leads regarding implementation will be conducted.	FHS leadership team will provide feedback on SEL skills in Fall 2021. Skills will be identified at each grade level by the end of the 2021-2022 school year.

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Teachers, admin, students and parents will collaborate to identify the academic competencies to be addressed through the four-year matrix.	FHS understands there is more to academic success than compliance, such as turning things in on time.	FHS Admin, Leadership, MHS, Counselors, students, parents	Training about how to develop academic “soft skills” and competencies. Will also need an understanding of the importance of and how to break down.	Each PLC will identify and implement strategies specifically for the purpose of teaching and academic competencies.
SEL competencies will be scheduled and assigned to responsible parties throughout the four-year matrix.	FHS is committed to integrating SEL competencies throughout various curricular areas.	FHS Admin, Leadership, PLC leads	Training from district SEL coordinator on SEL skills for faculty and staff. Training for PLC leads regarding implementation will be conducted.	Each PLC will identify and implement strategies specifically for the purpose of teaching identified SEL competencies.
Academic competencies will be scheduled and assigned to responsible parties throughout the four-year matrix.	FHS is committed to integrating academic competencies throughout various curricular areas.	FHS Admin, Leadership, PLC leads	Training about how to develop academic “soft skills” and competencies. Will also need an understanding of the importance of and how to break down.	Each PLC will identify and implement strategies specifically for the purpose of teaching and academic competencies.
SEL and Challenge Success/PBIS teams will collaborate entry and exit surveys for students at each grade level to gauge progress.	Pre and post student survey data will allow FHS to determine progress towards SEL goals.	FHS Admin, Leadership, PBIS team	Development of a pre/post survey by the PBIS team. Likely none. If funding is available, we might consider partnering with a data collection agency like the group that works with Challenge Success.	PBIS team will identify survey questions for pre/post data collection, which will occur twice a year.

Goal 3:	Folsom High will increase the academic achievement of specific subgroups including Hispanic, second language learners and special education students.
Rationale/Critical Need:	Hispanic, special education and English learner subgroups have all fallen in the yellow or orange categories of the California School Dashboard. In our last year of reliable data--2019--our Hispanic

	<p>subgroup of students appeared in the blue in both math and ELA likely due to the specific cohort of students.</p> <p>Traditionally, our Special Education subgroup scores significantly lower than expected in the area of math in particular.</p>
Supporting Data:	<p>Analysis of letter grade data indicates that a significant percentage of our special populations, particularly our Special Education students, have a higher overall number of D's and F's. Analysis of annual standardized testing supports the notion that our Special Education and English language students score lower than any other population.</p>
Growth Targets:	<p>Decrease the number of F's for identified special populations. Increase standardized test scores (iReady, CAASPP) of special populations.</p>
District Goals Addressed:	<p>LCAP 4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction. LCAP 4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction. LCAP 4.6 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4 year cohort.</p>
Impact on Student Learning:	<p>All students should be prepared and able to be successful not only at FHS, but with their postsecondary plans. Our Special Education, English language learners, and Hispanic students are three special populations that consistently demonstrate academic gaps.</p>
Means to Monitor and Report Progress:	<p>Consistent monitoring and reporting of A-F data. Consistent monitoring and reporting of standardized testing data for the populations addressed.</p>

Goal 3: Folsom High will increase the academic achievement of specific subgroups including Hispanic, second language learners and special education students.

Tasks	Purpose	Responsible Persons	Resources, PD Required	Timeline
Teachers, instructional aids and administrators	The number of EL students has steadily	FHS Admin, FHS	FHS will partner with the FCUSD Categorical	Training to begin prior to

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and will receive training on strategies to support English Learners.	increased, particularly in the number of 1 or 2 level English learners.	Leadership Team	Funds department for training for all staff. FHS will research potential approaches for training such as Guided Language Acquisition and Development (GLAD) strategies. A small number of FHS teachers have already been trained in GLAD strategies.	the fall of 2022 and will continue in appropriate chunks in an ongoing manner.
Quarterly, academic (letter grade) data will be pulled for EL, Hispanic and Special Education students specifically.	All staff should be familiar with achievement and attendance data related to these specific subgroups.	FHS Admin, FHS Leadership Team	PD to be provided regarding the use of FCUSD adopted growth model, adaptive assessment program (replacement for I-Ready)	Data will be shared with teachers directly through email and through Division Leads.
Administrators or an identified teacher/specialist with a designated period will directly observe identified EL students needing support in their academic setting for the purpose of providing teachers with appropriate ELD strategies.	It is critical that we support core academic teachers with EL strategies as well as ensuring that strategies are being employed equitably.	FHS Admin or identified specialist	PD to be provided regarding effective strategies for English learners (possibly GLAD strategies)	Observations will begin in the fall of 2022 and will be ongoing. Admin will develop a support form prior to the fall of 2022. Support form will be vetted by the FHS Leadership Team and teachers prior to use.
In collaboration with the Leadership Team and mild/mod special education teachers, FHS will identify and pursue additional push-in and co-teaching opportunities.	It is critical that FHS searches for the least restrictive environment for each student with an IEP. Additionally, students remain with highly trained, core subject instructors with support from special educators. Collaboration between SpEd teachers and gen ed teachers should improve as they share the responsibility for	FHS Admin, FHS Leadership Team, All Teachers	Some PD or support may be needed regarding key considerations for push-in and co-teaching strategies.	Initial conversations to happen in the spring of 2022 with scheduling considerations for the 2022-2023 school year. Ongoing collaboration will be required through PLCs.

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	learning.			
Teachers will be trained on best practices for co-teaching and push-in support of special education students.	The co-teaching and push-in models require a great deal of skill and coordination and thus, training.	FHS Admin, FCUSD Leadership related to the negotiation of PD time.	PD/Training on co-teaching and push-in.	Training/PD regarding co-teaching and push-in support to be provided prior to the fall of 2022.
FHS will implement attendance improvement and engagement strategies specifically targeting our Hispanic students for the purpose of improving academic achievement.	Hispanic students are typically 2% more likely to be “chronically absent” than any other numerically significant subgroup.	FHS Admin, FHS Admin SST, FHS PBIS Team	FHS will work with district attendance and engagement workgroups to develop effective strategies for attendance intervention.	Strategies to be implemented starting in the fall of 2022 and augmented in an ongoing manner.
Teachers will be trained on culturally relevant pedagogy.	Culturally relevant pedagogy is an equity concern that is core to addressing academic achievement for marginalized student groups as well as building a culture that supports all students. We are also hopeful that culturally relevant pedagogy would refine our school culture in ways that would improve the attendance of our Hispanic students.	FHS Admin, FHS Leadership Team, FHS Professional Learning Team	Book study of <i>Culturally Relevant Pedagogy and The Brain</i> led by PL Team. Strategies delivered to staff, departments and PLCs as appropriate.	Book studied during the 2022-2023 school year.
Teachers will implement culturally responsive instructional strategies in order to improve academic achievement.	See above	FHS Admin, FHS Leadership Team, FHS Professional Learning Team, Departments, PLCs	Book study of <i>Culturally Relevant Pedagogy and The Brain</i> led by PL Team. Strategies delivered to staff, departments and PLCs as appropriate.	Teachers and PLC’s to share effective strategies starting in the spring semester 2023.
Teachers will utilize beginning, mid year, and end of year data generated by our growth model, adaptive assessment system, to	The use of a growth model, adaptive assessment	FHS Admin, FHS Leadership Team, All Teachers	PD to be provided regarding the use of FCUSD adopted growth model, adaptive assessment program (replacement for	Ongoing following spring 2023

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identify learning needs within these specific subgroups.			I-Ready)	
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APPENDICES

(EXTERNAL LINKS)

1. [Local Control and Accountability Plan \(LCAP\)](#)
2. [Single Plan for Student Achievement](#)
3. [California Healthy Kids Survey](#)
4. [2021-2022 Master Schedule](#)
5. [2021-2022 Course Catalog](#)
6. [School Accountability Report Card \(SARC\)](#)